DOCUMENT RESUME

ED 238 623 RC 014 489

AUTHOR Grossman, Herbert
TITLE What Counselors, Educators and Psychologists Should Know about the Hispanic Culture in Order to Work More Effectively with Hispanic Exceptional Students and Their Parents.
INSTITUTION San Jose State Univ., CA. Dept. of Special Education.
SPONS AGENCY California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE Aug 83
GRANT 43-3651-X972-82
NOTE 128p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Anglo Americans; Comparative Analysis; Counseling Techniques; Counselors; *Cultural Awareness; *Cultural Traits; Elementary Secondary Education; Exceptional Persons; *Hispanic American Culture; Hispanic Americans; Opinions; Parents; Psychologists; Questionnaires; *Research Methodology; *Special Education; Teachers; Teaching Methods

ABSTRACT

A 400-item questionnaire was designed to provide information on two outstanding research questions: whether a describable Hispanic culture exists in the United States, and if so, what special cultural characteristics should be taken into account in identifying and educating Hispanic exceptional students. English and Spanish versions of the questionnaire, developed with data collected from pertinent literature and from a large group of Hispanic professionals involved in educating or preparing teachers to educate Hispanic exceptional children, were distributed to 1,336 self-selected parents and professionals. The 469 respondents from 21 states and 2 foreign countries included 292 Hispanics. Among the 469 respondents were 398 professionals (educators, special educators, psychologists, counselors), 31 students, and 22 parents. Hispanic and non-Hispanic professionals agreed that a describable Latin American culture exists as do cultural common denominators for Hispanics in the same socioeconomic class. They agreed that, presented appropriately, such cultural information could be useful in preparing professionals to work with Hispanic exceptional students. While Hispanic professionals agreed on those traits characterizing Hispanics, non-Hispanic professionals either did not know if the traits were characteristic or identified other traits instead. Results indicated that preservice and inservice training should help make professionals culturally literate. (SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED238623

WHAT COUNSELORS, EDUCATORS AND PSYCHOLOGISTS SHOULD KNOW ABOUT THE HISPANIC CULTURE IN ORDER TO WORK MORE EFFECTIVELY WITH HISPANIC EXCEPTIONAL STUDENTS AND THEIR PARENTS

Herbert Grossman Ph.D.
Project Director

Prepared for
The Office of Special Education
California State Department of Education

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Herbert Grossman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Department of Special Education
San Jose State University

August, 1983

RC014489

WHAT COUNSELORS, EDUCATORS AND PSYCHOLOGISTS SHOULD KNOW ABOUT THE HISPANIC CULTURE IN ORDER TO WORK MORE EFFECTIVELY WITH HISPANIC EXCEPTIONAL STUDENTS AND THEIR PARENTS

Herbert Grossman Ph.D.
Project Director

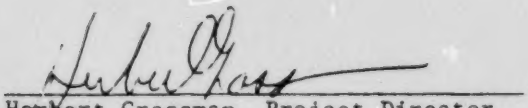
August, 1983

This study was funded through Grant No. 43-3651-X972-82 from the California State Department of Education. The findings and conclusions of the study are the sole responsibility of the Project Director and do not necessarily imply the agreement or endorsement of the State Department of Education.

FOREWORD

This Special Study was made possible by a grant from the Office of Special Education, California State Department of Education. The project period extended from August 1, 1982 through August 31, 1983.

This project would not have been possible without the cooperation of the more than 500 people who completed the questionnaire. A sincere thank-you is also owed to Steve Aquino who was so helpful during the statistical analysis of the data.



Herbert Grossman, Project Director
August 27, 1983

EXECUTIVE SUMMARY

INTRODUCTION

In the past, Hispanic students, especially those of limited English proficiency (LEP) were over represented in special education programs for the learning handicapped (educable mentally retarded, learning disabled, mild to moderately emotionally disturbed and behavior disordered) in California. Often instructed by educators who were unprepared to meet their cultural and linguistic differences, these students failed to achieve according to their potential and were assessed with biased instruments for placement in special education programs. Although the courts and legislature have attempted to correct this situation, a recent study by the California State Department of Education has revealed that Hispanic students are still being assessed with biased instruments and placed in such programs incorrectly in a number of school districts. While this situation exists in some school districts, in other school districts Hispanic exceptional students who truly require special education services are not receiving them. This situation prevails because many school districts lack either the assessors who are culturally and linguistically competent to assess Hispanic students with exceptional needs for placement in special education programs, the special educators who are culturally and linguistically competent to provide the services, or both.

To correct these two problems the misdiagnosis of Hispanic students who are not handicapped and the failure to provide appropriate special education services to Hispanic students who are handicapped local education agencies (LEAs) will require many more psychologists, speech therapists, and special educators who are culturally and linguistically competent to assess these students for placement in special education programs as well as special

educators and other personnel who are culturally and linguistically competent to provide these services.

While it is one thing to require that assessors must evaluate cultural and ethnic factors, it is another thing to specify what these cultural factors are. In the case of Hispanics living in the United States, there is insufficient information in the existing literature regarding the specific cultural traits which should be taken into account when assessing and educating Hispanic students. That is, there is currently no satisfactory answer available to the question, in what ways does the Hispanic culture in the United States differ from the non-Hispanic culture in the United States. Moreover, not everyone agrees that there is a Hispanic culture. Some Hispanics maintain that there are many Hispanic subcultures. They argue that because Hispanics differ among themselves in terms of country of origin in Latin America, urban vs. rural background and the degree of acculturation to the non-Hispanic cultural influences in the United States, it is impossible to speak of a Hispanic culture.

Thus two questions emerge: Is there a Hispanic culture in the United States? If so, what are the specific cultural characteristics which should be taken into account in the identification and education of Hispanic exceptional students?

PURPOSE

The general purpose of this study was to provide information regarding the two questions listed above. Employing the procedure of asking people to compare the two cultures, the study was designed to provide the following specific kinds of information.

1. Whether Hispanics or non-Hispanics think there is a Hispanic culture in the United States.

2. What Hispanics think counselors, educators, psychologists and other professionals should know about the Hispanic culture and how they think these professionals should adapt their methods of assessment, instruction, classroom management and counseling to the cultural realities of Hispanic exceptional students and their parents.
3. What non-Hispanic professionals with significant experience working with Hispanic students and their parents think these professionals should know about the Hispanic culture and how they should adapt their techniques and methods to these cultural realities.
4. What non-Hispanic professionals without significant experience working with Hispanic students and their parents think about these issues.

The information listed above was utilized in the following ways:

1. The responses of the Hispanic participants were used to develop
   a. A list of cultural factors which Hispanics agreed tend to characterize Hispanics;
   b. A list of cultural characteristics which Hispanics disagreed among themselves about whether they are characteristic of Hispanics;
   c. A list of specific suggestions which Hispanics agree on for how professionals should take these cultural factors into consideration during assessment, instruction, classroom management and counseling.
2. The responses of the non-Hispanic professionals with significant experience working with Hispanic exceptional students and their families were used to provide four lists similar to the three listed above.
3. A comparison of the responses of the Hispanics and non-Hispanics provided a list of differences of opinion between Hispanics and non-Hispanics concerning what cultural factors are characteristic of the Hispanic culture and how professionals should adapt their methods and techniques to these cultural realities.

METHOD OF THE STUDY

Statements about which Hispanic cultural factors should be taken into account when working with Hispanic exceptional students and how specifically these factors should influence their education were collected in the following manner:

1. A letter requesting the above information was sent to all members of the Council for Exceptional Children who identified themselves as Hispanics, all faculty members of federally funded inservice and preservice training programs for teachers of Hispanic exceptional students, all Hispanic students enrolled in the Hispanic Emphasis of the Special Education Department at San Jose State University and other selected Hispanic professionals.

2. The literature, both published and unpublished in the fields of bilingual/bicultural education, multicultural education, bilingual/bicultural special education, crosscultural psychology and Hispanic psychology was reviewed for statements by Hispanics regarding how specific Hispanic cultural factors should influence the education of Hispanic students.

The statements obtained through these two sources were compiled in a 400 item questionnaire which consisted of an introduction, directions, and 400 items divided into five sections. Four sections; instruction, classroom management, assessment and counseling included items designed to ascertain the participants' opinion about whether certain traits are more characteristic of Hispanics in the United States than Anglos and if so, how specifically they should be taken into account when instructing, managing or assessing Hispanic students and counseling their parents. These sections also contained subsections of items designed to query participants about whether Hispanics in the United States experience the effects of limited economic resources, limited education, stereotyping, bias and prejudice and if so, how this

should influence instruction, classroom management, assessment and counseling.

A fifth section consisted of a number of miscellaneous statements about which the opinions of the participants were solicited and items designed to provide demographic data about the participants.

The questionnaire was completed by 469 persons including 292 Hispanic professionals and parents, 173 non-Hispanic professionals and 4 persons who did not indicate their ethnic background.

RESULTS AND RECOMMENDATIONS

A number of conclusions and related recommendations can be derived from the findings of this special study. However, it should be noted that these conclusions and recommendations should be considered tentative and to reflect only the responses of those persons who chose to participate in the study. Keeping in mind the above mentioned qualifications, they are presented below.

First Group of Conclusions:

1. There was a consensus among both Hispanic and non-Hispanic professionals that the cultures of the Latin American countries are similar enough so that despite differences which exist among the countries there is still a Latin American culture which can be described.
2. There was a consensus among both Hispanic and non-Hispanic professionals that although Hispanics living in the United States trace their roots back to many Latin American Countries, there is still a common denominator of Hispanic culture in the United States especially for Hispanics in the same socio-economic class.
3. There was a consensus among these professionals that information about the

Hispanic culture if presented in an appropriate manner, stressing the dangers of over-generalizations and the individual differences in acculturation, socio-economic level, etc., among Hispanics could be very useful in preparing professionals to work with Hispanic students and their parents.

Recommendation

Preservice and inservice personnel preparation programs which prepare professionals to work with Hispanic exceptional students or their parents should include experiences designed to make these professionals culturally literate.

Second Group of Conclusions:

1. Hispanic professionals identified both a number of cultural traits which tend to characterize Hispanics in the United States and specific ways in which they should be taken into account when working with Hispanic exceptional students and their parents.
2. Non-Hispanic professionals, even those with considerable experience working with Hispanic students and their parents, reported that they did not know whether or not many of these traits were characteristic of Hispanics living in the United States.
3. Hispanic professionals did not agree that certain other cultural traits often attributed to Hispanics are actually characteristic of Hispanics living in the United States.
4. On the other hand, the non-Hispanic participants believed that a number of these traits were characteristic of Hispanics living in the United States.

Recommendations

1. Professionals working with or being prepared to work with Hispanic exceptional students should be made aware of both the traits which Hispanics

agreed characterize the Hispanic culture in the United States and how they thought these traits should be taken into account when working with Hispanic exceptional students and their parents.

2. In the preparation of non-Hispanic professionals special emphasis should be placed on those traits about which the non-Hispanics said they did not have sufficient information or experience to judge whether or not they were characteristic of the Hispanic culture and those which the non-Hispanics attributed to the Hispanic culture and the Hispanics did not agree were characteristic of Hispanics living in the United States.

Additional Recommendations

The kinds of items included in this survey should be utilized in the development of an instrument which could be used to evaluate an individual's knowledge of the Hispanic culture and how it impacts the education of Hispanic exceptional students. This instrument could be used to individualize instruction in inservice and preservice personnel preparation programs, and to evaluate the results of training. It could also be used to evaluate whether individuals who seek a credential or certification are culturally competent.

TABLE OF CONTENTS

	Page
FOREWORD	i
EXECUTIVE SUMMARY	ii
LIST OF TABLES	x
LIST OF APPENDICES	xi
CHAPTER I	
INTRODUCTION	1
The Problem	1
Legal Requirements	2
CHAPTER II	
PURPOSE OF THE STUDY	5
CHAPTER III	
METHOD OF THE STUDY	7
Phases of the Study	7
Phase I	7
Phase II	7
Phase III	8
Questionnaire	8
Introduction	9
Directions	10
Distribution	11
CHAPTER IV	
PARTICIPANTS IN THE STUDY	13
Hispanics	14
Non-Hispanics	15
CHAPTER V	
FINDINGS	17
Question 1	17
Question 2	18
Question 3	19
Question 4	20
Question 5	21
Question 6	22
CHAPTER VI	
ADDITIONAL DATA TO BE REPORTED	24
CHAPTER VII	
CONCLUSIONS AND RECOMMENDATIONS	25
Conclusions and Recommendations Based on the Findings	25
Additional Recommendations	27
BIBLIOGRAPHY	28
APPENDIX	29

12

LIST OF TABLES

		Page
Table 1	Composition of the Questionnaire.....	9
Table 2	Geographical Distribution of Participants.....	13
Table 3	Ethnic Background of Participants.....	13
Table 4	Status of Participants.....	14
Table 5	Occupations of Professionals.....	14
Table 6	Hispanics' Place of Birth.....	15
Table 7	Hispanics' Family Origins.....	15
Table 8	Non-Hispanics' Experience Working with Hispanics.....	16
Table 9	Non-Hispanics' Knowledge of the Hispanic Culture.....	16
Table 10	Non-Hispanics' Fluency in Spanish.....	16
Table 11	Existence of a Common Culture in Latin America.....	17
Table 12	Existence of a Common Culture in the United States.....	18
Table 13	Socio-economic Factors or Cultural Factors.....	18
Table 14	Number of Items on Which Hispanics Reached Consensus as Compared to Original Number of Items in Each Section and Subsection.....	20
Table 15	Number of Items on Original Questionnaire to Which at Least Twenty Percent of the Participants Responded Insufficient Experience or Information to Judge.....	21
Table 16	Number of Items in Each Section of Questionnaire About Which Hispanics Reached Consensus and Non-Hispanics Lacked Experience or Information.....	22
Table 17	Usefulness of Information.....	23
Table 18	Generalizations and Stereotypes.....	23

LIST OF APPENDICES

		Page
Appendix A	Questionnaire English Version.....	29
Appendix B	Items on Which Hispanics Reached Consensus.....	74
Appendix C	Frequencies of the Responses of Hispanics and Non-Hispanics to the 249 Items on Which Hispanics Reached Consensus.....	103
Appendix D	Traits on Which Hispanics Did Not Reach Consensus.....	108
Appendix E	Traits on Which Hispanics Did Not Reach Consensus But on Which Non-Hispanics Did Reach Consensus.....	113
Appendix F	Items About Which Non-Hispanics Lacked Experience and About Which Hispanics Reached Consensus.....	114

INTRODUCTION

The Problem

In the past, Hispanic students, especially those of limited English proficiency (LEP) were over represented in special education programs for the learning handicapped (educable mentally retarded, learning disabled, mild to moderately emotionally disturbed and behavior disordered) in California. Often instructed by educators who were unprepared to meet their cultural and linguistic differences, these students failed to achieve according to their potential and were assessed with biased instruments for placement in special education programs. Although the courts and legislature have attempted to correct this situation, a recent study by the California State Department of Education has revealed that Hispanic students are still being assessed with biased instruments and placed in such programs incorrectly in a number of school districts. While this situation exists in some school districts, in other school districts Hispanic exceptional students who truly require special education services are not receiving them. This situation prevails because many school districts lack either the assessors who are culturally and linguistically competent to assess Hispanic students with exceptional needs for placement in special education programs, the special educators who are culturally and linguistically competent to provide the services, or both.

In 1980 there were 953,295 Hispanic students enrolled in the California public schools. Of these, 148,892 were limited English proficient (LEP) and 136,675 were non-English proficient (NEP) (California, 1981, p. 2). An assumption that ten percent of these students require special education would indicate that 95,330 Hispanic students including 28,557 LEP/NEP students were in need of special education services. That is, there are many thousands of truly retarded, learning disabled, emotionally disturbed, behavior disordered,

hearing impaired, visually impaired, orthopedically handicapped, communicatively disordered, etc. Hispanic exceptional students who are currently either not receiving the special education services they require or are receiving services in a culturally or linguistically biased manner.

To correct these two problems, the misdiagnosis of Hispanic students who are not handicapped and the failure to provide appropriate special education services to Hispanic students who are handicapped, local education agencies (LEAs) will require many more psychologists, speech therapists, and special educators who are culturally and linguistically competent to assess these students for placement in special education programs as well as special educators and other personnel who are culturally and linguistically competent to provide these services.

Legal Requirements

The requirements that assessors must be culturally competent is clearly stated in both AB 507 - The Bilingual Education Improvement and Reform Act of 1980 and the California Master Plan for Special Education. For example, according to AB 507 among the requirements included in the identification of pupils who are eligible for bilingual education services is the requirement that, "the initial identification assessment shall be conducted by persons bilingual in English and the primary language of the pupil who can evaluate cultural and ethnic factors in assessment" (California, 1980, p. 2). In addition, "the diagnostic assessment shall be conducted by persons bilingual in English and the primary language of the pupil and who can evaluate cultural and ethnic factors in assessment" (California, 1980, p. 5). According to the California Master Plan for Special Education, assessments are correct when, "testing and assessment materials and procedures used for the purpose of assessment and placement of individuals with exceptional needs are

administered so as not to be racially, culturally or sexually discriminatory" (California, 1981, p. 11). It also requires that, "any psychological assessment of pupils shall be made in accordance with section 56320 and shall be conducted by a credentialed school psychologist who is trained and prepared to assess cultural and ethnic factors appropriate to the pupil being assessed." (California, 1981, p. 12)

The requirement that educational programs should be culturally relevant is implied in the following statement in AB 507 regarding students who receive bilingual/bicultural educational services: "all pupils shall participate in activities which promote a positive self-image and cross-cultural understanding" (California, 1980 p. 7).

While it is one thing to require that assessors must evaluate cultural and ethnic factors, it is another thing to specify what these cultural factors are. In the case of Hispanics living in the United States, there is insufficient information in the existing literature regarding the specific cultural traits which should be taken into account when assessing and educating Hispanic students. That is, there is currently no satisfactory answer available to the question, in what ways does the Hispanic culture in the United States differ from the non-Hispanic culture in the United States. Moreover, not everyone agrees that there is a Hispanic culture. Some Hispanics maintain that there are many Hispanic subcultures. They argue that because Hispanics differ among themselves in terms of country of origin in Latin America, urban vs. rural background and the degree of acculturation to the non-Hispanic cultural influences in the United States, it is impossible to speak of a Hispanic culture.

Thus two questions emerge: Is there a Hispanic culture in the United States? If so, what are the specific cultural characteristics which should be taken into account in the identification and education of Hispanic exceptional

students?

There are at least two alternative ways of answering these questions.

1. One can actually observe Hispanics and Anglos in real life or laboratory situations and determine whether there are differences between the two groups which can be attributed to cultural differences.
2. One can ask Hispanics who have lived in the United States for a considerable period of time and non-Hispanics who have had considerable experience working with Hispanics if they have noted culture differences and if so, what are they.

A review of the literature indicated that for the present there is not enough information of the first type, that is, data based on observation of the behavior of the two groups or of the second type, that is, data based on the opinions of persons with experience living in both cultures to answer either of the above questions and thereby comply with the law. Therefore, this study was designed to provide some additional information regarding these questions. The second procedure, that of asking persons who had experience in the two cultures to provide comparisons was selected because it was felt that it could provide considerable data within a relatively short period of time at a relatively low cost.

PURPOSE OF THE STUDY

The general purpose of this study then was to provide information regarding the two questions listed above. Is there a Hispanic culture in the United States? If so, what are the specific cultural characteristics which should be taken into account in the education and identification of Hispanic exceptional students? Employing the procedure of asking people to compare the two cultures, the study was designed to provide the following specific kinds of information.

1. Whether Hispanics or non-Hispanics think there is a Hispanic culture in the United States.
2. What Hispanics think counselors, educators, psychologists and other professionals should know about the Hispanic culture and how they think these professionals should adapt their methods of assessment, instruction, classroom management and counseling to the cultural realities of Hispanic exceptional students and their parents.
3. What non-Hispanic professionals with significant experience working with Hispanic students and their parents think these professionals should know about the Hispanic culture and how they should adapt their educational and counseling techniques and methods to these cultural realities.
4. What non-Hispanic professionals without significant experience working with Hispanic students and their parents think about these issues.

The information listed above was utilized in the following ways:

1. The responses of the Hispanic participants were used to develop
   a. A list of cultural factors which Hispanics agreed tend to characterize Hispanics;
   b. A list of cultural characteristics which Hispanics disagreed among themselves about whether they are characteristic of Hispanics;
   c. A list of specific suggestions which Hispanics agree on for how

professionals should take these cultural factors into consideration during assessment, instruction, classroom management and counseling.

2. The responses of the non-Hispanic professionals with significant experience working with Hispanic exceptional students and their families were used to provide four lists similar to the three listed above.
3. A comparison of the responses of the Hispanics and non-Hispanics provided a list of differences of opinion between Hispanics and non-Hispanics concerning what cultural factors are characteristic of the Hispanic culture and how professionals should adapt their methods and techniques to these cultural realities.

METHOD OF THE STUDY

Phases of the Study

Phase I.

Statements about which Hispanic cultural factors should be taken into account when working with Hispanic exceptional students and how specifically these factors should influence their education were collected in the following manner:

1. A letter requesting the above information was sent to all members of the Council for Exceptional Children who identified themselves as Hispanics, all faculty members of federally funded inservice and preservice training programs for teachers of Hispanic exceptional students, all Hispanic students enrolled in the Hispanic Emphasis of the Special Education Department at San Jose State University and other selected Hispanic professionals.

2. The literature, both published and unpublished in the fields of bilingual/bicultural education, multicultural education, bilingual/bicultural special education, crosscultural psychology and Hispanic psychology was reviewed for statements by Hispanics regarding how specific Hispanic cultural factors should influence the education of Hispanic students.

Phase II.

The statements obtained through these two sources were compiled in a questionnaire with four sections: Instructional Techniques, Classroom Management, Assessment, Counseling Parents. Each section contained both statements about Hispanic cultural factors and how specifically these factors should influence the educational process. This questionnaire was completed by 37 Hispanic and non-Hispanic professionals in order to make necessary revisions

before submitting it to large numbers of persons.

Phase III.

The revised questionnaire was distributed to professionals and parents in both English and Spanish. (Appendix A)

Questionnaire

The revised form of the questionnaire consisted of an introduction, directions, and four hundred items divided into five sections. Four sections, instruction, classroom management, assessment and counseling included items designed to ascertain the participants' opinion about whether certain traits are more characteristic of Hispanics in the United States than Anglos and if so, how specifically they should be taken into account when instructing, managing or assessing Hispanic students and counseling their parents. These sections also contained subsections of items designed to query participants about whether Hispanics in the United States experience the effects of limited economic resources, limited education, stereotyping, bias and prejudice and if so, how this should influence instruction, classroom management, assessment and counseling.

A fifth section consisted of a number of miscellaneous statements about which the opinions of the participants were solicited and items designed to provide demographic data about the participants.

The number of items in the sections or subsections of the questionnaire is described in Table 1.

TABLE 1

Composition of the Questionnaire

SECTION	NUMBER OF ITEMS
Instruction	107
Classroom Management	85
Assessment	57
Counseling	81
Additional Statements	18
Effects of other Factors	41
Demographic Data	11
Total	400

Relevant sections of both the Introduction and the Directions are included below.

Introduction: One of the goals of the Hispanic bilingual/bicultural special education program of San Jose State University is to prepare educators who will be able to take cultural differences into account when they identify, assess, and teach Hispanic exceptional students and counsel their parents. We are currently developing the curriculum and materials to accomplish this goal. This questionnaire is one attempt to develop these materials.

Some time ago a letter was sent to selected Hispanic professionals asking them to state what they thought others should know about the Hispanic culture in order to work more effectively with Hispanic students and their parents. This was to include:

a. specific cultural traits, with

b. whatever qualification such as sex, geographic locations, socio-economic status, etc.

c. how specifically these traits should influence the way the educator functions in identifying, assessing teaching, or counseling,

d. any bibliographic references which would be particularly helpful.

In the letter we stated: We are not looking to confirm prejudicial stereotypes. Nor do we want to present simplistic cultural descriptions. We are well aware that such factors as socio-economic status, geography, sex,

degree of identification with and acculturation to the dominant culture, etc., help determine whether an individual actually shares a particular cultural attribute. Yet given these qualifications, we do believe that educators would be more effective with Hispanic students and their parents if they were more knowledgeable about and more sensitive to the cultural differences which exist in our pluralistic society.

The responses to this letter and the results of the review of the literature are included in this survey. We are now attempting to validate these statements by determining to what extent Hispanics and others agree with each of them.

Directions: None of the statements included in the survey should be interpreted to mean that all Hispanics share the particular cultural trait mentioned. ALL HISPANICS ARE NOT ALIKE. In each case such factors as individual personality characteristics, degree of acculturation to the Anglo culture, sex, etc., all play a part in determining whether an individual shares the particular trait in question. The statements should be interpreted to mean that in comparison to Anglos, Hispanics are more likely to be characterized by that trait - but not necessarily so. In other words professionals should be aware of the possibility that the Hispanics with whom they work may be characterized by the particular trait.

For each of these traits you are being asked to state the extent to which you agree or disagree that it is more likely to be characteristic of Hispanics than Anglos.

We are also interested in your comments about the statements especially if you wish to clarify, qualify or elaborate on any of your responses. If you would like to share any comments with us, please write the number of the item or items you are commenting on and your comments on a separate sheet of paper and include it when you return your answer sheets and we will certainly include your comments when we report our results.

2.

Thus it can be seen that an attempt was made to communicate to both participants and potential participants that the assumption of the study was that ALL HISPANICS ARE NOT ALIKE and that many factors determine whether an individual shares a particular Hispanic cultural trait.

Distribution: Information about the study were sent to members of various Hispanic professional organizations such as the Hispanic Caucus of the Council for Exceptional Children and the Chicano Association of School Administrators, to members with Hispanic surnames of such organizations as the American Psychological Association and the California Personnel and Guidance Association, to faculty members of university personnel programs such as bilingual/bicultural teacher training programs, and Hispanic bilingual/bicultural special education programs, to authors of articles about such topics as Chicano psychology and bilingual special education, to selected individuals who attended professional conferences of such organizations as the California Association for Bilingual Education and to individuals who appeared on lists of resource personnel such as the California Directory of Bilingual Professionals Who Assist in the Assessment of Limited English Proficient Pupils for Special Education Services.

In addition, announcements about the study were included in newsletters such as SABES and Counterpoint.

Questionnaires were distributed only to individuals who specifically requested them. Therefore, the participants were self selected and are not necessarily representative of the total population of Hispanic or non-Hispanic counselors, educators, psychologists, etc. who either were not informed about the study or who decided not to participate in the study.

One thousand one hundred and twelve copies of the English version of the questionnaire were distributed to professionals who requested them for their own use and an additional 438 copies were given to agencies and individuals who offered to distribute them to interested colleagues. However, a considerable

number of these agencies and individuals subsequently reported that they had decided not to attempt to distribute them after reviewing them or had been unable to find enough colleagues who wished to participate. Therefore, it is estimated that approximately 1,336 questionnaires were received by professionals who had expressed an interest in participating in the study. Of this group, 447 individuals returned usable responses and were included in the study. The responses of 17 other persons were not usable and the responses of 21 other individuals were received too late to be included.

In addition, 327 copies of the Spanish version of the questionnaire and 105 copies of the English version of the questionnaire were distributed to either Hispanic parents or professionals or agencies who offered to give them to parents of Hispanic exceptional students. However, many of the questionnaires were not distributed by these individuals and agencies.

Only 22 of the questionnaires distributed to parents, to professionals who requested them for use with their clients, or to agencies who offered to distribute them to parents were returned. The main reasons given for why the anticipated participation of parents did not occur were:

1. The questionnaire was too long for some parents who were very busy.

2. Some parents could not read the questionnaire despite the fact that it was in Spanish because their reading ability was insufficient.

3. Some parents did not know enough about the education of their children to have opinions about many of the items.

4. Some parents did not know enough about the dominant culture in the United States to make comparisons between the Hispanic culture and the dominant culture.

5. Some parents were unwilling or unable to pay the postage to return the answer sheets.

PARTICIPANTS IN THE STUDY

The geographical distribution of the participants is described in Table 2. Participants were distributed among 19 states, the District of Columbia, Puerto Rico, Costa Rica and Ecuador.

TABLE 2

Geographical Distribution of Participants

Location	Number of Participants	Percent of Total
California	266	57
Texas	45	10
New Mexico	20	4
Arizona	19	4
Puerto Rico	19	4
Florida	16	3
New York	15	3
Connecticut	9	2
Illinois	8	2
11 Other States and District of Columbia	48	10
Costa Rica and Ecuador	4	1
Total	469	

The 469 participants consisted of 292 Hispanics, 173 non-Hispanics and four persons who did not indicate their background. (Table 3). Among them were 398 professionals, 31 students, 22 parents and 14 persons who did not answer this item (Table 4). The group of professionals included 39 regular educators, 205 bilingual/bicultural educators, 107 special educators, 31 psychologists and 34 counselors (Table 5).

TABLE 3

Ethnic Background of Participants

Ethnic Background	Number of Participants	Percent of Total
Hispanic	292	62
Non-Hispanic	173	37
Unknown	4	0
Total	469	

The following sections describe the Hispanic and non-Hispanic participants respectively.

Hispanics

Among the Hispanics were 242 professionals, 20 students and 22 parents. Eight participants did not provide this information. (Table 4). The birthplace of the Hispanics were as follows, Mexico 49, Caribbean countries 39, Central America 12, South America 13, non-Hispanic countries 161. Eighteen persons did not indicate their place of birth. (Table 6). The Hispanic roots, that is, area of origin of the participants were, Mexico 173, Caribbbean 37, Central America 14, South America 11, Spain 36. Twenty-one participants did not provide this information. (Table 7). Thus the Hispanic participants were overwhelmingly professionals. Over half were born in the United States; however, approximately forty percent were born in Latin America and almost two-thirds were Mexican American.

TABLE 4

Status of Participants

Status	Number of Participants		
	Hispanics	Non-Hispanics	Total
Professional	242	156	398
Student	20	11	31
Hispanic Parent	22	0	22
Unknown	8	6	14
Total	292	173	465

TABLE 5

Occupations of Professionals

Occupation	Number of Participants	Percent of Total
Educator -Non Bilingual/Bicultural	39	9
Bilingual/Bicultural Educator	205	49
Special Educator	107	26
Psychologist	31	7
Counselor	34	8
Total	416	

TABLE 6

Hispanics' Place of Birth

Area or Country	Number of Participants	Percent of Total
Mexico	49	17
Caribbean	39	13
Central America	12	4
South America	13	4
Non Hispanic Country	161	55
Unknown	18	6
Total	292	

TABLE 7

Hispanics' Family Origins

Country or Area	Number of Participants	Percent of Total
Mexico	173	59
Caribbean	37	13
Central America	14	5
South America	11	4
Spain	36	12
Unknown	21	7
Total	292	

Non-Hispanics

The non-Hispanics included 156 professionals and 11 students. Six participants did not answer this question (Table 4). Their experience working with Hispanic students and their parents was as follows: six or more years, 90; at least 3 years but less than 6 years, 34; at least 1 year but less than 3 years, 18; less than 1 year, 17; no experience, 11. Three participants did not respond to this item (Table 8). They rated their knowledge of the Hispanic culture as follows: excellent, 40; good, 72; fair, 38; poor, 17. Six participants did not provide this information (Table 9), and they described their fluency in Spanish as excellent, 53; good, 57; fair, 26; poor, 32. Five persons did not respond to this item (Table 10).

Thus the non-Hispanic participants tended to be professionals about half of whom had worked with Hispanic students for at least six years. Most described themselves as having at least a fair understanding of the Hispanic culture and at least fair fluency in Spanish.

TABLE 8

Non-Hispanics' Experience Working with Hispanics

Number of Years	Number of Participants	Percent of Total
6 years or more	90	52
3 - 6 years	34	20
1 - 3 years	18	10
Less than 1 year	17	10
None	11	6
Unknown	3	2
Total	173	

TABLE 9

Non-Hispanics' Knowledge of the Hispanic Culture

Familiarity	Number of Participants	Percent of Total
Excellent	40	23
Good	72	42
Fair	38	22
Poor	17	10
Unknown	6	3
Total	173	

TABLE 10

Non-Hispanics' Fluency in Spanish

Fluency	Number of Participants	Percent of Total
Excellent	53	31
Good	57	33
Fair	26	15
Poor	32	18
Unknown	5	3
Total	173	

FINDINGS

Question 1. Is there an Hispanic culture in the United States?

One of the two goals of this study was to determine whether Hispanics with experience living in the United States and non-Hispanics with experience working with Hispanic students believe there is an Hispanic culture. The results regarding this question are discussed below.

The participants expressed their opinions about two statements related to the issue of whether there is a Hispanic culture or many subcultures. Their responses are reported below.

1. The cultures of the various Latin American Countries are similar enough so that despite differences which exist among the countries there is still a Latin American culture which can be described.

Approximately 71 percent of the participants agreed with this statement while 17 percent disagreed with it (Table 11).

TABLE 11

Existence of a Common Culture in Latin America

RESPONSES	PERCENT OF INDIVIDUALS
Agree	71
Insufficient experience or information to judge	12
Disagree	17

2. Although Hispanics living in the United States trace their roots back to many Latin American Countries, there is still a common denominator of Hispanic culture in the United States especially for Hispanics in the same socio-economic class.

Seventy-eight percent of the participants agreed with this statement as compared with nine percent who disagreed (Table 12).

TABLE 12

Existence of a Common Culture in the United States

RESPONSES	PERCENT OF INDIVIDUALS
Agree	78
Insufficient experience or information to judge	14
Disagree	9

The participants'responses to these two items indicate that they agreed that there is a Hispanic culture.

Question 2. Are the differences between the Hispanic and non-Hispanic cultures due to socio-economic rather than cultural factors?

The participants' opinions regarding the influence of socio-economic class in the differences between the Anglo and Hispanic cultures in the United States as described in the questionnaire were ascertained by means of the following item:

Most of the so called differences between the Anglo and Hispanic cultures contained in the survey are based on socio-economic differences rather than cultural differences.

Only 26 percent of the participants agreed with the statement whereas 61 percent disagreed with it. Thus it can be seen that the majority of the participants did not think that the cultural differences between Hispanic and non-Hispanics included in the study were based on socio-economic differences.

TABLE 13

Socio-economic Factors or Cultural Factors

RESPONSES	PERCENT OF INDIVIDUALS
Agree	26
Insufficient information or experience to judge	13
Disagree	61

Question 3. What are the specific cultural traits that should be taken into account when working with Hispanic exceptional students and their parents?

The second major goal of the study was to determine what Hispanic counselors, educators, psychologists and parents believe professionals should know about the Hispanic culture in the United States in order to work more effectively with Hispanic students and their parents. In order to do this the responses of Hispanic participants to the items in the four sections were analyzed to determine when there was a consensus of opinion about whether a trait was more characteristic of Hispanics than Anglos in the United States and if so, how it should be taken into account.

Consensus on an item or statement was defined for purposes of this study when two criteria were met.

1. At least 3/4 of the participants who expressed an opinion such as "strongly agree," "agree," "disagree" or "strongly disagree" concurred in expressing general agreement ("strongly agree" or "agree"). That is, 75 percent of the participants who did not respond "insufficient experience or information to judge" concurred in terms of general agreement.
2. At least 2/3 of all the participants concurred. That is, at least 2/3 of all the participants responded either "strongly agree" and "agree" rather than "insufficient experience or information to judge," "disagree" and "strongly disagree." This criteria was utilized to insure that items about which many participants responded that they had insufficient experience or information to judge were not considered as items on which there was a consensus.

As can be seen in Table 14, the Hispanic participants expressed a consensus of opinion, as defined above, on 54 of the original 107 items included

in the instruction section, 34 of 85 items in the section on classroom management, 47 of the 57 items in the assessment section and 73 of the 81 items in the counseling section. They also reached consensus on all of the items included in the subsections concerned with the existence and implications of the experience of lack of economic resources and education and stereotyping bias and prejudice.

TABLE 14

Number of Items on Which Hispanics Reached Consensus
As Compared to Original Number of Items in Each Section and Subsection

Section or Subsection	Original Number of Items	Items About Which Consensus Reached
Instruction	107	54
Classroom Management	85	34
Assessment	57	47
Counseling	81	73
Effects of Other Factors	41	41
Additional Statements	18	10
Total	389	259

A list of the items on which the Hispanic participants reached consensus is included in Appendix B. The frequencies of the responses of both the Hispanic and non-Hispanic participants to these items are listed in Appendix C.

The Hispanic participants did not reach a consensus about a number of traits which have been attributed to the Hispanic culture. These are listed in Appendix D. Finally, non-Hispanic participants reached a consensus about a number of items about which the Hispanic participants did not reach consensus (Appendix E).

Question 4. What are the traits which the Hispanic participants agreed characterize the Hispanic culture about which the non-Hispanics described themselves as lacking experience or knowledge?

Question 5. What are the suggestions which the Hispanic participants agreed on for taking these traits into consideration when working with Hispanic students and their parents about which the non-Hispanics described themselves as lacking experience or knowledge?

The answers to these questions could help specify the kinds of specific cultural information which even non-Hispanics with experience working with Hispanics should know but do not.

For purposes of this study lack of experience or knowledge about a cultural trait or its implication occurred when 20 percent or more of the participants responded to an item with the response "insufficient experience or information to judge." When this criterion was applied to the responses of the participants, the non-Hispanics lacked sufficient experience or knowledge about 121 of the 389 non-demographic items on the questionnaire whereas the Hispanics lack sufficient knowledge or experience on only 2 items (Table 15).

TABLE 15

Number of Items on Original Questionnaire to Which at Least Twenty Percent of the Participants Responded Insufficient Experience or Information to Judge

Cultural Background	Number of Items
Hispanic	2
Non-Hispanic	121

Perhaps even more relevant are the items on which the Hispanics reached a consensus and about which the non-Hispanics reported themselves to lack sufficient experience or information. As can be seen from Table 16, the non-Hispanic participants lacked experience or information regarding 47 of the 249 items; or 19 percent of the items. When analyzed on a section basis, they lacked experience or information about 15.1 percent of the items in the

instruction section, 35.3 percent of the items in the section on classroom management, 8.0 percent of the items in the assessment section and 22.2 percent of the items regarding counseling. Thus this group of non-Hispanic professionals were more lacking in experience and information about cultural implications for managing Hispanic students and counseling their parents than for instructing and assessing them. The specific items about which the non-Hispanics lacked experience and information are listed in Appendix F.

TABLE 16

Number of Items in Each Section of Questionnaire About Which Hispanics Reached Consensus and Non-Hispanics Lacked Experience or Information

Section	Total Number of Items About Which Hispanics Reached Consensus	Number of Items About Which Non-Hispanics Lacked Experience and Information	Percent of Total Responses
Instruction	66	10	15
Classroom Management	34	12	35
Assessment	50	4	8
Counseling	99	21	22
Total	249	47	19

Question 6. Did the participants think that the survey could provide the kinds of information sought?

The participants were asked to respond to two statements which bear on the issues of the usefulness of the survey.

1. The kinds of information sought by this survey if presented in an appropriate manner, stressing the dangers of over-generalizations and the individual differences in acculturation, socio-economic level, etc., among Hispanics could be very useful in preparing professionals to work with Hispanic students and their parents.

TABLE 17

Usefulness of the Information

RESPONSES	PERCENT OF INDIVIDUALS
Agree	91
Insufficient experience or information to judge	5
Disagree	4

Approximately 91 percent of the participants agreed with this statement while only 4 percent disagreed with it.

2. It would not be a good idea to present the kinds of information sought by this survey in any form because it would create stereotypes and over-generalizations which could easily lead professionals to misunderstand and misinterpret Hispanic students and their parents.

TABLE 18

Generalizations and Stereotypes

RESPONSES	PERCENT OF INDIVIDUALS
Agree	27
Insufficient experience or information to judge	9
Disagree	64

Approximately 64 percent of the participants disagree with this statement while 27 percent agreed with it.

Thus it can be seen that the majority of the participants responded that the study was or could be useful.

ADDITIONAL DATA TO BE REPORTED

1. For the Hispanic participants, relationships were observed between their responses and their place of birth and area of family origin. Relationships were observed between the responses of the non-Hispanic participants and their years of experience working with Hispanic students or Hispanic parents. These will be reported on after additional analysis of the data.

2. Many of the items evoked written comments from the participants which provide insight into some of the reasons why the participants responded as they did. These comments will also be included in the above mentioned report.

3. The information collected in the study will be used to develop an instrument for evaluating an individual's knowledge of the Hispanic culture and how it impacts the education of Hispanic students with exceptional needs. This instrument could be used to individualize instruction in inservice and preservice personnel preparation programs, and to evaluate the results of training. It could also be used to evaluate whether individuals who seek a credential or certification are culturally competent. This instrument will be included in the above mentioned report after it has been validated with another group of participants.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions and Recommendations Based on the Findings

A number of conclusions and related recommendations can be derived from the findings of this special study. However, it should be noted that these conclusions and recommendations should be considered tentative and to reflect only the responses of those persons who chose to participate in the study. Keeping in mind the above mentioned qualifications, they are presented below.

First Group of Conclusions:

1. There was a consensus among both Hispanic and non-Hispanic professionals that the cultures of the Latin American countries are similar enough so that despite differences which exist among the countries there is still a Latin American culture which can be described.
2. There was a consensus among both Hispanic and non-Hispanic professionals that although Hispanics living in the United States trace their roots back to many Latin American Countries, there is still a common denominator of Hispanic culture in the United States especially for Hispanics in the same socio-economic class.
3. There was a consensus among these professionals that information about the Hispanic culture if presented in an appropriate manner, stressing the dangers of over-generalizations and the individual differences in acculturation, socio-economic level,etc., among Hispanics could be very useful in preparing professionals to work with Hispanic students and their parents.

Recommendation

Preservice and inservice personnel preparation programs which prepare professionals to work with Hispanic exceptional students or their parents should include experiences designed to make these professionals culturally literate.

Second Group of Conclusions:

1. Hispanic professionals identified both a number of cultural traits which tend to characterize Hispanics in the United States and specific ways in which they should be taken into account when working with Hispanic exceptional students and their parents.

2. Non-Hispanic professionals, even those with considerable experience working with Hispanic students and their parents, reported that they did not know whether or not many of these traits were characteristic of Hispanics living in the United States.

3. Hispanic professionals did not agree that certain other cultural traits often attributed to Hispanics are actually characteristic of Hispanics living in the United States.

4. On the other hand, the non-Hispanic participants believed that a number of these traits were characteristic of Hispanics living in the United States.

Recommendations

1. Professionals working with or being prepared to work with Hispanic exceptional students should be made aware of both the traits which Hispanics agreed characterize the Hispanic culture in the United States and how they thought these traits should be taken into account when working with Hispanic exceptional students and their parents.

2. In the preparation of non-Hispanic professionals special emphasis should be placed on those traits about which the non-Hispanics said they did not have sufficient information or experience to judge whether or not they were characteristic of the Hispanic culture and those which the non-Hispanics attributed to the Hispanic culture and the Hispanics did not agree were characteristic of Hispanics living in the United States.

Additional Recommendations

The kinds of items included in this survey should be utilized in the development of an instrument which could be used to evaluate an individual's knowledge of the Hispanic culture and how it impacts the education of Hispanic exceptional students. This instrument could be used to individualize instruction in inservice and preservice personnel preparation programs, and to evaluate the results of training. It could also be used to evaluate whether individuals who seek a credential or certification are culturally competent.

BIBLIOGRAPHY

California State Department of Education, Office of Bilingual Bicultural Education, AB507, The Bilingual Education Improvement and Reform Act of 1980 (Chapter 1339/1980) Requirements for Implementation.

California State Department of Education, Office of Bilingual Bicultural Education, DATA/BICAL REPORT #81-2, 1981.

California State Department of Education, Office of Special Education, Sacramento, 1981. California Master Plan for Special Education, A Composite of Legislation Education Code - Part 30 Special Education Programs, 1981.

Herbert Grossman, Ph.D.
Hispanic Emphasis
Department of Special Education
San Jose State University
San Jose, California 95192
(408) 277-2647

WHAT EDUCATORS, COUNSELORS, PSYCHOLOGISTS AND OTHERS SHOULD KNOW ABOUT THE HISPANIC CULTURE IN ORDER TO WORK MORE EFFECTIVELY WITH HISPANIC STUDENTS AND THEIR PARENTS

Introduction

One of the goals of the Hispanic bilingual/bicultural special education program of San Jose State University is to prepare educators who will be able to take cultural differences into account when they identify,assess, and teach Hispanic exceptional students and counsel their parents. We are currently developing the curriculum and materials to accomplish this goal. This questionnaire is one attempt to develop these materials.

Some time ago a letter was sent to selected Hispanic professionals asking them to state what they thought others should know about the Hispanic culture in order to work more effectively with Hispanic students and their parents. This was to include:

"a. specific cultural traits, with
b. whatever qualification such as sex geographic locations, socio-economic status, etc.
c. how specifically these traits should influence the way the educator functions in identifying, assessing teaching, or counseling,
d. any bibliographic references which would be particularly helpful."

In the letter we stated: "we are not looking to confirm prejudicial stereotypes. Nor do we want to present simplistic cultural descriptions. We are well aware that such factors as socio-economic status, geography, sex, degree of identification with and acculturation to the dominant culture, etc., help determine wehther an individual actually shares a particular cultural attribute. Yet given these qualifications, we do believe that educators would be more effective with Hispanic students and their parents if they were more knowledgeable about and more sensitive to the cultural differences which exist in our pluralistic society."

The responses to this letter and the results of the review of the literature are included in this survey. We are now attempting to validate these statements by determining to what extent Hispanics

agree with each of them. That is where you come in. We appreciate the fact that a long and detailed survey like this will require a considerable amount of your time to complete, especially if you are going to provide thoughtful responses. However, to have eliminated some items would have deprived you of the opportunity to respond to the full range of ideas expressed by Hispanics concerned with the welfare of Hispanic students. We hope that you will agree that the benefit Hispanic students will derive from your participation in this project will justify your time and effort.

Directions

None of the statements included in the survey should be interpreted to mean that all Hispanics share the particular cultural trait mentioned. ALL HISPANICS ARE NOT ALIKE. In each case such factors as individual personality characteristics, degree of acculturation to the Anglo culture, sex, etc., all play a part in determining whether an individual shares the particular trait in question. The statements should be interpreted to mean that in comparison to Anglos, Hispanics are more likely to be characterized by that trait - but not necessarily so. In other words professionals should be aware of the possibility that the Hispanics with whom they work may be characterized by the particular trait.

For each of these traits you are being asked to state the extent to which you agree or disagree that it is more likely to be characteristic of Hispanics than Anglos by filling in the appropriate box on your answer sheet.

Mark 1 if you strongly agree that it is more likely to be characteristic of Hispanics than Anglos;

Mark 2 if you agree but not strongly that it is more likely to be characteristic of Hispanics than Anglos;

Mark 3 if you have insufficient experience or information to judge whether it is more likely to be characteristic of Hispanics than Anglos;

Mark 4 if you disagree but not strongly that it is more likely to be characteristic of Hispanics than Anglos;

Mark 5 if you strongly disagree that it is more likely to be characteristic of Hispanics than Anglos.

Please be sure to mark only one response to each item and to use a soft #2 pencil as your answers will be read by a computer.

You are also being asked to respond to those statements which describe the implications of each of these cultural traits for instruction, classroom management assessment and parental counseling.

Please use the same format for noting your responses to these implications.

Mark 1 if you strongly agree.

Mark 2 if you agree but not strongly.

Mark 3 if you have insufficient experience or information to judge.

Mark 4 if you disagree but not strongly.

Mark 5 if you strongly disagree.

You will note that these statements which describe the implications of the cultural traits are all indented. It is entirely possible that you may agree that a particular trait may be more likely to be characteristic of Hispanics and yet disagree with what someone has suggested the implication of this fact should be. Therefore each statement should be responded to separately.

The survey is divided into five sections: Instruction Classroom Management, Assessment, Counseling Parents and a fifth section of some additional statements for your consideration. The assignment of the items to the different sections was done somewhat arbitrarily but we hope it provides structure to your task.

Finally in order to make some comparisons between groups we are asking you to provide some identifying data on the last page of the survey. If you would like to receive the results of the project, please mark item 400 as indicated in the survey. Fill in your name and complete address on both answer sheets.

We are also interested in your comments about the statements especially if you wish to clarify, qualify or elaborate on any of your responses. If you would like to share any comments with us please write the number of the item or items you are commenting on and your comments on a separate sheet of paper and include it when you return your answer sheets and we will certainly include your comments when we report our results.

BEFORE YOU BEGIN PLEASE BE SURE YOU RESPOND TO ITEMS 1-200 ON THE ANSWER SHEET MARKED #1 (1-200) AND TO ITEMS 201-400 ON THE ANSWER SHEET MARKED #2 (201-400)

We would appreciate your returning both the questionnaire and the answer sheets in the enclosed manila envelope. Please

do not fold your answer sheet as the computer cannot process answer sheets which have been folded.

We are certainly appreciative of your willingness to participate in this project. If you have any questions or comments, please feel free to contact us and we will do our best to respond as rapidly as possible.

INSTRUCTION

Motivating Students

1. Hispanics tend to judge people in terms of their personal qualities - who they are, rather than in terms of their accomplishments - what they are. Success, honor and prestige are attributed to good people rather than to people who have achieved a considerable amount in a material sense. As a result some Hispanic students may not be as motivated by the work ethic to accomplish, achieve, and succeed according to the criteria utilized in the schools.

    2. Therefore educators should not assume that Hispanic students who are less motivated to succeed academically are unmotivated in general. It may well be that their motivation is channeled into other directions by their values.

    3. Therefore educators should modify both the curriculum and their teaching methods so that Hispanic students can achieve in those areas which they value ragardless of whether these areas are highly valued by educators and the academically oriented school systems.

4. Hispanics have a strong identification with and loyalty to their family and community. They are brought up to believe that contributing to and sacrificing for the benefit of the group is more important than personal aggrandizement. As a result Hispanic students may be highly motivated to do things that have significance for their families, friends, and community.

    5. Therefore educators should include community oriented projects in the curriculum.

    6. Therefore educators should use family pride to motivate Hispanic students by saying such things as "your family will be proud of you".

7. Because of their commitment to the group and other reasons, some Hispanic students may prefer to work in groups.

    8. Therefore educators should emphasize or give equal time to group projects.

9. Hispanics tend to believe that it is bad manners to try to excell over others in the group or to attempt to be recognized for their individual achievement. To be called sofisticado-acting as if you are better than others- is an insult.

10. As a result many Hispanic students will avoid competing with their peers for fear of being criticized or rejected by them.

11. Therefore educators should de-emphasize competition and stress cooperation when attempting to motivate some Hispanic students.

12. Therefore educators should praise and reward students for cooperative behavior as much as for individual achievement.

13. Therefore educators should utilize group participation as a motivational technique and play down individual achievement with Hispanic students who are responsive to this approach.

14. Therefore educators should encourage students to ask each other for help and arrange for peer tuturing.

15. Because of their belief that it is bad manners to try to excell over others, Hispanic students may resist being singled out in front of their peers for praise and awards.

16. Therefore educators should be sensitive to the needs of those Hispanic students who prefer not to be singled out in front of the group and recognize their achievements in a less public manner. One way of doing this would be to communicate their praise to their students' families.

17. Because of their belief that it is bad manners to try to excell over others, some Hispanic students may not volunteer answers or they may even pretend not to know the correct answer when called upon.

18. Therefore the educator should not assume that these students do not know the answers when they do not volunteer them.

19. Therefore educators should be sensitive to the needs for anonymity of some of their Hispanic students and avoid using the question and answer technique with them.

20. In the Hispanic culture friends are people who have proven over time to be dependable, trustworthy and worthy of respect. They are not acquaintances. Friendship is not a here today, gone tomorrow relationship. Once a friendship has been established friends will share and make sacrifices for each other much the same as they would for their extended families. They would not do the same for casual acquaintances who in the Anglo culture may be considered friends.

21. Hispanic students who are asked to work in groups to which they have been assigned may be reluctant to cooperate fully if the group members are acquaintances rather than friends in the Hispanic sense of the word.

22. Therefore educators should allow Hispanic students to form their own groups of friends to work with.

23. Hispanics tend to experience the family as a fountain of emotional and economic security and support.

    24. Therefore educators should stress the fact that Hispanic students' families will be proud of them and share the honor of their accomplishments.

25. Hispanic children tend to model themselves after adults whom they like, respect and admire.

    26. Therefore educators should develop the close personal relationships with their Hispanic students which will motivate their students to seek their teachers' approval and to model themselves after them.

27. Hispanics tend to be more interested in and dependent on the approval of others than Anglos who are more likely to be receptive to more impersonal and materialistic forms of recogniztion.

    28. Therefore educators should use praise, hugs, pats on the back and other personal rewards with Hispanic students more than checks, gold stars and materialistic forms of reinforcement such as sweets and toys.

29. Hispanics tend to be more present time oriented. Finishing a conversation now may be more important than keeping an appointment later. Living to the fullest now and enjoying what the present has to offer may be more important than saving, planning and striving for future satisfactions and security.

30. The anticipation of a large reward or satisfaction in the future may be much less motivating than a smaller satisfaction in the here and now.

    31. Therefore educators should provide immediate feedback, approval, recognition and reward to Hispanic students.

    32. Therefore educators should set short term rather than long term goals for the activities and projects their Hispanic students are involved in.

33. Since Hispanic students are used to foods, music, holidays, language and customs which are very different from what Anglos are accustomed to, Hispanic students may have difficulty relating to the Anglo oriented classroom.

    34. Therefore educators should include much of the Hispanic culture and language in the daily activities of the school; encourage family visits to school and arrange school trips to the community.

35. Hispanics, like other people, are very proud of their names.

36. Therefore educators who have difficulty remembering or pronouncing their students' names should not anglicize José to Joe or Maria Teresa to Mary.

37. Therefore addressing younger students with diminutives such as Juanito and Manuelita is a good way of expressing both affection for students and respect for their culture.

38. Hispanic families often have different expectations for their sons and daughters. Despite women's liberation and the non-sexist attitudes currently prevailing in the United States, many Hispanic parents have different expectations for their sons and daughters. They still protect girls and expect them to be mothers' helpers and to eventually marry, have children and focus their energies in the home. On the other hand, boys are expected to grow up to be more independent, to be more involved in activities outside the home and to be bread winners. Thus some Hispanic girls may not be highly motivated to succeed academically, to go to college, or to complete vocational learning programs.

39. For these reasons some Hispanic girls may react negatively when they are expected to compete with boys or to perform as their equals.

40. Therefore educators should base their expectations of their Hispanic students on the goals and aspirations of the individuals with whom they work.

41. Therefore educators should attempt to motivate their female students to aspire to fulfill non-sexist roles.

42. Therefore educators should explain to their female students that while the differences between the roles of the sexes may be appropriate for those who are comfortable with such differences, nowadays women can perform the roles and functions which in the past were traditionally assigned to men.

Effects of Limited Economic Resources and Limited Education

43. Some teenage Hispanic students whose families have serious economic problems may believe that it is more important for them to earn money to help out their families than to graduate high school or go on to college.

44. Many of the academically oriented courses offered in the middle and secondary schools may seem irrelevant to the vocational needs of these Hispanic students.

45. Therefore educators should adjust the contents of the curriculum to the needs of these Hispanic students. This may include offering more vocationally oriented courses and arranging for cooperative work study programs.

46. Therefore pointing out the vocational relevance of some aspects of the academic curriculum may also help to motivate Hispanic students who may be more interested in learning to make a living than in acquiring knowledge for its own sake.

Instructional Techniques

47. Many Hispanic parents have considerable pride in being Latin and belonging to "La Raza". This pride is often expressed in attempts to maintain the use of the Spanish language at home and in the community even after many years of residence in the United States.

48. Some Hispanic parents may have not acquired enough English to speak to their children in English because of not having lived in the United States for enough time or because of having lived in a neighborhood-barrio where English fluency was unnecessary.

49. As a result some Hispanic students are not fluent enough in English when they start school to profit from instruction in arithmetic, science, social studies, etc., when the language of instruction is English. Immersing them in a completely English program may cause them to fall behind their English speaking peers in these subject areas.

50. Therefore such limited English proficient students should receive a bilingual education. They should be taught such subjects as math, science, etc., in Spanish while they are being helped to become proficient enough in English to profit from English language instruction in these subject areas.

51. Even after they are proficient in English they should be provided with enough Spanish language instruction to maintain their Spanish proficiency if they wish to do so.

52. In comparison to Anglos, Hispanics tend to use more poetic expressions and analogies when they communicate ideas.

53. As a result Hispanic students may appear to Anglos to have difficulty coming to the point or thinking logically when they express their ideas.

54. Therefore educators should not insist that when Hispanic students express themselves they use an Anglo style rather than the more poetic Hispanic style.

55. After a period of exposure to English in school and in the non-Hispanic community, Hispanic students who are exposed to Spanish at home and English in school may be Spanish dominant for words and concepts that relate to home and community and English dominant for school related words and concepts. When educators are unaware of their students' incomplete mastery of English, they may create learning problems for such students by failing to adjust their instructional strategies and teaching materials to their students' limited English proficiency.

56. Therefore educators should not automatically attribute complete fluency to bilingual Hispanic students who appear to have mastered the English taught in school especially if Spanish is spoken in their homes Rather, the choice of instructional techniques and materials to use with such students should be based on a thorough evaluation of their English language proficiency.

57. Non-English proficient Hispanic students with language disorders or serious learning problems who have difficulty learning in their primary language may find it even more difficult to learn a second language at the same time.

58. Therefore such Spanish dominant students should be taught exclusively in their primary language until they have either overcome their language disorders or become fluent in Spanish despite their disorders before receiving instruction in English.

59. Mentally retarded monolingual Spanish speaking Hispanic students may be unable to profit from instruction in two languages at the same time.

60. Therefore instruction should be in the language spoken at home.

61. Prior to their entrance into school, Hispanic students may be exposed to the richness of the Hispanic culture at home rather than to the many cultural concepts that are expected and valued by the Anglo school system.

62. This may be especially true if they are not proficient enough in English to learn the many concepts, facts, attitudes, etc., that are included in the English language children's programs shown on television.

63. Therefore educators should adapt their curriculum and instruction techniques to the knowledge and experiences Hispanic students bring to school. This will prevent them from being educationally behind as soon as they enter the school system.

64. Hispanic children are brought up to look up to their elders especially their parents - to respect their wishes, opinions, attitudes and advice.

65. They are much more likely than Anglo children to ask their parents and other adults for their advice and suggestions when they have to make important decisions.

66. As a result some Hispanic students may have difficulty when educators want them to form their own opinions and make their own decisions independently of their teachers.

67. Therefore educators should provide these students with the guidance and approval they need in order to make decisions in the classroom.

68. Therefore educators should try to encourage these students to be less dependent on the opinions and approval of adults so that they can begin to learn to function more independently.

69. Hispanic students who are brought up to depend on the opinions of their elders may function better when adults provide encouragement and feedback about how they are doing.

70. Therefore educators should provide these students with the encouragement and feedback about how they are doing that they require in order to work effectively.

71. Educators should not provide the approval and feedback these students seek. Instead they should encourage the students to work more independently.

72. Educators should encourage these students to be both able to function independently when necessary and to also rely on the encouragement and feedback of adults when necessary.

73. Therefore educators should provide the approval and feedback these students seek but only temporarily while they are encouraging the students to function more independently.

74. Because these students do not function independently educators should de-emphasize the use of trial and error learning, the inquiry method and other forms of independent study.

75. Hispanic students who have been brought up to be dependent on the opinions, values and desires of others may be more field dependent or sensitive in general. That is they may be more dependent on and sensitive to external clues for solving problems.

76. For this reason they may perform better on tasks which require global perception rather than analysis of detail. For example they may do better on reading tasks which require whole word sight recognition rather than phonetic analysis.

77. Therefore educators should employ instructional techniques which de-emphasize analysis of detail with such Hispanic students; then gradually provide more instruction which utilizes analytic processes.

78. Some Hispanic parents tend to discourage their children from showing too much initiative or independence or expressing their own ideas and opinions without consulting their elders first.

79. Children are taught to obey rather than to question why or disagree, to be quiet around their elders and to listen and learn rather than to speak and participate.

80. As a result some Hispanic students may have difficulty expressing their opinions and conclusions in class.

    81. Therefore educators should not over-emphasize the expression of opinions with such students until they demonstrate that they are comfortable with this role in school.

82. Hispanic parents tend to criticize their children in private so as not to shame them in front of others.

83. Educators may inadvertently shame their Hispanic students, especially males, by criticizing their work or their answers in front of their peers.

    84. Therefore educators should avoid providing negative feedback in front of others.

    85. Therefore educators should help Hispanic students to accept necessary public criticism.

86. In comparison to the Anglo culture, Hispanics are tolerant of differences of opinion within groups, "cada cabeza es un mundo". As long as Hispanics conform to the group they are entitled to their own beliefs and it would be a sign of disrespect to try to change someone's beliefs. Because of this, some Hispanic students may be uncomfortable with debating issues, or even questioning in public the opinions of others.

    87. Therefore educators should avoid using this method with those Hispanic students who are uncomfortable with debating or criticizing opinions.

    88. Therefore educators should explain to such students that while their reluctance to engage in debates is understandable, in school such procedures are considered appropriate and not impolite or improper.

89. Hispanics tend to react spontaneously and impulsively to life. When faced with problems they tend to look for immediate solutions without reflecting on their implications for the future. Thus some Hispanic students may be more impulsive and less reflective than their Anglo peers when asked to solve problems or answer questions in school.

    90. Therefore educators should use teaching strategies which minimize the likelihood that such students will respond impulsively to questions and problems while teaching them how to be more reflective in their problem solving approaches.

91. In comparison to the Anglo culture the Hispanic culture emphasizes people over ideas.

92. As a result some Hispanic students may relate better to a person-centered rather than thing or idea-centered curriculum.

93. Therefore educators should personalize the curriculum. This can be done by having students solve math problems about people, shopping in stores rather than just numerical computational problems, teaching about human geography, how people live in different regions, rather than physical geography, etc.

94. Some Hispanic students may believe in the supernatural, ghosts, magic, religion, saints, etc., more than their Anglo peers do.

95. Therefore educators should include these interests when teaching reading, writing and oral communication skills.

96. The Hispanic culture emphasizes learning by doing. As a result some Hispanic students learn more by touching, seeing, manipulating and experiencing concrete objects than by discussing or reading about ideas.

97. Therefore educators should de-emphasize the lecture approach and emphasize direct experience with these Hispanic students.

98. Hispanics tend to be more concerned with doing a job well regardless of the amount of time required than they are in finishing rapidly so they will have more time for the next task.

99. Hispanics tend to prefer to work at a relaxed pace even if it means taking longer to finish something.

100. At home Hispanic children are permitted to do things at their own pace without adhering to strict time schedules.

101. As a result Hispanic students may not complete classroom work as fast as their Anglo peers.

102. When required to rush or stop working before they have finished in order to begin the next task with their peers, they may become anxious, nervous, rebellious, etc.

103. Therefore educators should allow Hispanic students to spend as much time as necessary to complete class assignments even though others may have already finished.

104. Therefore educators should not rush Hispanic students when they are called on to answer questions in class. Nor should they assume that Hispanic students who hesitate before answering are unsure of themselves.

105. Therefore educators should help such students adjust to the time orientation which they encounter in school and which will govern their lives in the dominant culture. This should include helping them to adjust to the pressures of time limits.

106. In comparison to Anglos, Hispanics tend to be more present than future oriented.

107. Therefore educators should provide Hispanic students with short term assignments. Daily or weekly assignments would be preferable to term projects. When term projects are necessary they should be broken down into short term objectives leading toward long term goals.

108. Therefore educators should teach Hispanic students to organize and plan their time so that they can complete long term projects.

109. In comparison to Anglos quality control is not a high priority for Hispanics. The quality of the product or the result of their effort may be less important than accomplishing and finishing the task.

110. Therefore educators should teach their Hispanic students the importance of doing their work well.

111. Therefore educators should adjust their expectations regarding the quality of their Hispanic students' work to the expectations of their Hispanic students.

Effects of Limited Economic Resources and Limited Education

112. Hispanic students who are raised by parents with little formal education and scant financial resources may not be exposed to the materials and experiences many middle class, educated parents provide their children. As a result they may lack some of the readiness skills expected of students in the lower grades.

113. Therefore educators should determine what knowledge, skills and experiences these students bring to school and base their instruction on where these students <u>are</u> rather than where they <u>should be</u>.

114. These students may suffer cultural shock in school because of the differences between what is available to them at home where they may have to wear out, make do, or do without, and what is provided by the school system. These differences may do harm to these students' self concepts and make it difficult for these students to adjust to school.

115. Therefore educators should take pains to reduce or eliminate those aspects of their classroom environment, teaching materials and teaching techniques which might cause cultural shock. They should make the classroom culturally relevant to these students so as to ease their entrance into the world of school.

Effects of Prejudice and Stereotyping

116. History, geography, social roles, etc., are often studied exclusively in terms of the Anglo point of view. Too often students are taught that Columbus rather than the Native Americans discovered America, that Ponce de Leon was a fool who was looking for a fountain of youth and that Latin Americans are lazy procrastinators who live in small underdeveloped pueblos.

117. When their foods are not mentioned during discussions of what are good foods to eat in order to have a balanced diet, their music is not played during assemblies and music appreciation classes, etc., Hispanic students may feel that they and their culture are inferior at least in the eyes of their teachers.

118. Therefore educators should include the Hispanic contribution in the curriculum, correct inaccurate and prejudicial stereotypes of Hispanics, and include as much of the Hispanic foods, music, language, values, etc., as possible in the daily curriculum.

PLEASE CHECK TO MAKE SURE YOU HAVE ANSWERED ITEM 118 ON YOUR ANSWER SHEET. BEGIN THE NEXT SECTION WITH NUMBER 119 ON YOUR ANSWER SHEET.

CLASSROOM MANAGEMENT

119. Hispanics tend to be more spontaneous in their actions. They are not as concerned about hiding their feelings or acting on them. They are less likely to reflect first or ask themselves, "how will it look, or will it turn out alright?" before acting on an impulse. They have what some call a "Latin temperament".

120. Therefore educators should expect and accept a certain amount of so called acting out behavior from Hispanic students. Just because Anglo students are less likely to act out their anger, joy, or sadness, educators should not require the same degree of control from Hispanic students.

121. Therefore educators should not assume that when Hispanic students express their joy or anger in class it will lead to even more acting out behavior and they should not feel obliged to "nip such problems in the bud" or to stop them before they occur.

122. Therefore educators should help Hispanic students to become more reflective in their approach to both interpersonal and academic tasks.

123. Hispanic children are brought up to believe in the importance of the extended family; to sacrifice their own desires for the good of the family, and to expect that the family will support and aid them when they are in need.

124. This upbringing tends to make Hispanic students more cooperative and group oriented than Anglo students.

125. As a result, Hispanic students may allow other students to copy their homework or their answers on examinations in order to show their helpfulness, brotherhood and generosity. They may not consider this to be bad behavior.

126. Therefore educators should allow Hispanics to work on their homework together.

127. Therefore educators should allow Hispanic students to help each other when they are called on to answer in class.

128. Therefore educators should not prevent Hispanic students from helping each other on tests.

129. Therefore educators should attempt to prevent Hispanic students from copying on tests but not discipline them for doing so as they might Anglo students.

130. Therefore educators should treat Hispanic students like any other students when they copy on tests.

131. Therefore educators should explain that while working on homework assignments together and helping each other when they are being evaluated may be acceptable in some cultures, it is not acceptable in the school system they are attending.

132. Anglos expect that people who are working together will all share the load equally and think that a group member who is not is a loafer, an idler, or a person who is taking unfair advantage of the efforts of others. However, Hispanics tend not to be upset by a group member who does not do his or her share of the work because he or she is less qualified, less motivated, or less interested.

133. Therefore educators should not insist that all Hispanic group members share equally in the work if the group members themselves do not mind if some do not.

134. Hispanics are generous with their belongings with friends and family. They practice the dictum "it is better to give than to receive". Hispanic children are also taught to share their belongings with others.

135. As a result Hispanic students are quick to share their things with their peers and they expect their peers to reciprocate. When Anglo students do not, Hispanic students may take their refusal as a rejection.

136. When educators attempt to resolve sharing difficulties among students by explaining the rights of owners - emphasizing private property or what's mine is mine and what's yours is yours, Hispanic students may feel bewildered, confused or even rejected and insulted.

137. Therefore educators should stress the importance of sharing with others rather than respect for the rights of owners when working with mixed groups of Anglo and Hispanic students.

138. Therefore educators should help Hispanics learn to respect the rights of owners and Anglos to become better sharers.

139. Hispanic students may give gifts to, or offer to do favors for, their teachers and their peers in order to express their amistad.

140. Therefore educators should not view such gifts and favors as bribes to buy affection or special privileges.

141. Hispanic children often have a very active role to play in the family. They may be responsible for helping to take care of the younger children and may have many chores to do. When their parents do not speak English, they may be required to serve as translators when the adults have to meet with doctors, agencies, businessmen, etc.

142. When these responsibilities interfere with the students' attendance at school or homework and study time, Hispanics tend to view the students' responsibilities to the family as more important than their responsibility to the school.

143. Therefore when Hispanic students miss school or come unprepared, educators should determine when conflicting family responsibilities are the cause and accommodate their expectations and teaching methods to the students' and parents' realities.

144. Therefore educators should not pressure students to choose between their responsibilities to their families and the school by insisting that they attend school and complete assignments even when family responsibilities interfere. However, they should talk with the Hispanic parents and try to help them to shift their priorities somewhat so that the students' responsibilities at home do not interfere with their success in school.

145. Therefore educators should not lower course grades or punish Hispanic students in other ways when family responsibilities prevent them from completing assignments, arriving on time, or attending class.

146. The Hispanic concept of punctuality is different than the Anglo concept. If a meeting is called for two o'clock, people are expected to arrive some time after that. If a party or dance is set for nine o'clock, people may be expected to arrive at eleven or even later. An agreement to repair a TV for Wednesday means that it will probably be ready some time after Wednesday.

147. When Hispanic students arrive a little late or complete a project some time after it is due, they may assume that they have been punctual.

148. Therefore educators should accommodate their schedules to the Hispanic concept of punctuality.

149. Therefore educators should inform Hispanic students that although the Hispanic concept of punctuality is fine for their homes and community, in school and other similar situations it would be best if they adapted to the dominant culture's expectations of punctuality.

150. What motivate Hispanics to be punctual are not impersonal reasons such as it is efficient for everyone to arrive at the same time and begin at the same time. Hispanics may feel that the meeting or work could have started without them if necessary. On the other hand personal relationships do concern them. For example they may be very concerned that their lack of punctuality not be interpreted as a sign of disrespect or a lack of courtesy toward others and arrive on time to make sure they do not seem disrespectful.

151. Therefore when educators find it necessary to reprimand Hispanic students for tardiness or to encourage them to be punctual, they should focus more on the interpersonal than impersonal results of their lateness. Such statements as "if you respect your classmates you will get here when we need you" may have more effect than statements such as "we could not finish on time"or"we wasted fifteen minutes because we had to wait for you".

152. Because the Hispanic culture tends to be patriarchal some Hispanic male students especially adolescents may have difficulty complying with female authority figures.

153. Therefore female educators should stress non-authoritarian methods such as requesting rather than ordering for managing the classroom behavior of these Hispanic male students.

154. Therefore when it is necessary to discipline such students, it may be more effective for the discipline to be administered by a male even when the classroom teacher is a female.

155. Because Hispanics, especially females, tend to be modest about exposing their bodies, some students may feel very uncomfortable about wearing shorts to physical education classes, showering in the presence of others and being examined by doctors or nurses.

156. Therefore Hispanic students should not be required to wear shorts to physical education classes or to shower in the presence of others.

157. Hispanic students prefer to work in school in groups of their own sex. They may feel uncomfortable when well-meaning egalitarian non-sexist Anglo educators require that the sexes work or engage in athletic activities together.

158. Hispanic boys are taught to be protective of their sisters and other girls, escorting them to and from school, protecting them from other boys, handling their money, etc., in general performing a macho role; Hispanic girls are encouraged to assume a submissive role toward brothers and other boys. As a result both sexes may feel uncomfortable when they are required to work and play together as equals.

159. Therefore educators should respect the wishes of Hispanic students by not requiring that the sexes work and play together if specific individuals are not inclined to do so.

160. Therefore educators should not require that Hispanic students fulfill egalitarian non-sexist roles.

161. Some Hispanic parents tend to use physical punishment rather than deprivation of love and affection when disciplining their children.

162. Moreover once they have punished their children they tend to forgive them rather than to remain angry, resentful, or to hold a grudge.

163. Because of this, when educators deprive Hispanic students of attention and affection in order to discipline them, these students may feel that they have been rejected rather than justly punished.

164. Therefore educators should not use deprivation of affection to manage Hispanic students.

165. Therefore when Hispanic parents suggest to educators that they hit their children when they need to be disciplined, educators should not think that these parents are cruel or rejecting. Instead they should explain to the parents that although corporal punishment may be a good technique at home, it is against the policy of many schools to hit students.

166. Hispanic parents tend to speak more politely and indirectly when they criticize or discipline their children. In the United States educators are much more gruff and direct with students.

167. Some Hispanic students especially males may interpret their gruff or more direct manner as an indication that educators do not consider them worthy or deserving of a proper relationship. When educators speak to them in a matter of fact or authoritarian manner, they may feel insulted, angry or resentful and lose respect for these educators and the desire to cooperate or conform.

168. Therefore educators should be indirect rather than direct and frank, and respectful rather than disrespectful when reprimanding or disciplining Hispanic students.

169. Hispanic children tend to have formal respectful relationships with adults. This is reflected in their use of the usted form when they address adults.

170. As a result they may be uncomfortable with the less formal relationships usually observed between Anglo teachers and Anglo students.

171. Therefore educators should not attempt to develop informal relationships with their Hispanic students who are not comfortable with such relationships.

172. Therefore educators should tell Hispanic students that although formal relationships may be appropriate at home, a less formal relationship is more typical of the classroom.

173. Whereas in the United States Americans have professional and business relations with people who may occasionally become their personal friends, Hispanics tend to look to persons with whom they already have personal relationships when they do business or require professional help. If this is not possible they tend to expect that the business or professional relationship will turn into a personal relationship.

174. This applies to educators who are expected to be personally involved with students and their families.

175. For this reason Hispanic students may be much more willing and able to accept criticism, direction and discipline from educators with whom they have a close personal relationship.

176. Therefore educators should not maintain an impersonal, objective, aloof or distant relationship with Hispanic students.

177. Therefore they should strive to become their students' friends by sharing their feelings, attitudes, opinions and personal lives with them.

178. Hispanics tend to show affection and acceptance through touching. Friends are likely to kiss when they meet. Males are likely to hug each other or pat each other on the back as well as shake hands. And it is not unusual for people to hold others by the arm or place their hands on their shoulders when conversing.

179. Therefore educators should utilize physical contact when expressing approval and acceptance of their Hispanic students especially the young ones.

180. Hispanics tend to stand closer together when talking or relating.

181. When people back away from them they may feel rejected.

182. Therefore educators should try to not back away from Hispanic students when they stand too close for comfort.

183. Hispanics are expected to be sensitive to the needs, feelings and desires of others so that it is unnecessary for others to be embarrassed by asking for help or understanding or to be left alone.

184. Males especially may rely on the sensitivity of others and express their needs only in indirect and subtle ways.

185. Therefore educators should be tuned into these subtle expressions of need. They should not assume that because Hispanic students have not expressed a need for help or understanding in a direct and forthright manner they do not need special attention or consideration.

186. Hispanics are less likely to verbally acknowledge responsibility for mistakes and errors or to apologize when they have wronged someone.

187. Instead of blaming themselves for errors, they frequently attribute it to adverse circumstances. They didn't miss the bus because they arrived too late. Instead they blame the bus for leaving before they arrived. They did not get drunk because they chose to drink too much. They got drunk because too much liquor was served at the fiesta.

188. Therefore educators should not assume that Hispanic students who do not "own up to" their errors, mistakes and wrong doings are either unaware of them or too rebellious and recalcitrant to admit them and apologize for them.

189. Therefore educators should not shame Hispanic students by requiring them to make verbal acknowledgements of their mistakes and wrong doings in ways which are culturally unacceptable to them.

190. Hispanics, especially males, tend not to admit to not knowing something or being unable to do something.

191. Therefore educators should not assume that Hispanic students who have not said that they do not understand something or cannot do something or have not asked for help actually understand their lessons and can do their assignments without help. Rather educators should be sensitive to the subtle clues which indicate that they are in need.

192. Hispanics are less likely to state their disagreement with others or their unwillingness to do what others ask or expect from them. This is especially true of children and adolescents who are taught to respect their elders.

193. Therefore educators should not assume that because Hispanic students have verbally acquiesced to their expectations or demands they either agree with them or plan to carry them out. Instead, educators should take into consideration the vast array of non-verbal communications that some Hispanic students use to express their disinclination or disagreement.

194. Therefore educators should not be surprised when some Hispanic students fail to complete contracts even though they verbally agreed to them.

195. In the Hispanic culture it is not impolite for more than one person to speak at a time during group discussions. Multiple conversations may be carried out simultaneously without anyone being considered rude or discourteous.

196. Therefore educators should not insist that Hispanic students adhere to the rule of only one person speaking at a time.

197. Therefore educators should explain to Hispanic students that while it may be alright for more than one person to speak at a time at home, in school students are expected to wait their turn before speaking.

198. When a group of Hispanics disagree they may resolve the issue by continuing to discuss it until it becomes apparent that a consensus has been reached without polling the group or calling for a vote.

199. Therefore when working with groups of Hispanic students educators should allow them to arrive at a consensus in whatever manner is most comfortable for them. Educators should not insist that decisions be made by voting.

200. Many Hispanic youth are faced with the necessity of surviving in two cultures - the Latino culture at home and in the community and the Anglo culture at school. When they find that they can neither be "All American" or "Todo Latino" they may identify with a youth culture like the Low Riders, Vatos Locos, or Guardian Angels. This may lead them to dress, speak and walk differently than the other students in school.

PLEASE BEGIN ANSWER SHEET MARKED #2 (201-400).

201. Educators who are unaware of the value of this kind of group identity may mistakenly believe that these youth are delinquent or dangerous.

202. Therefore educators should not be threatened by such behavior.

203. Therefore educators should welcome the development of such group loyalty and they should use it when they manage their classes.

Effects of Prejudice and Stereotyping

204. Educators should not evaluate Hispanic behavior patterns which are different than what they are accustomed to in such terms as right and wrong, good and bad, or acceptable and unacceptable. Such conceptualizations are prejudicial and can lead to biased classroom management procedures. Instead they should evaluate these behaviors in terms of such concepts as same and different or efficient and inefficient.

PLEASE CHECK TO MAKE SURE YOU HAVE ANSWERED ITEM NUMBER 204 ON YOUR ANSWER SHEET. BEGIN THE NEXT SECTION WITH NUMBER 205 ON YOUR ANSWER SHEET.

ASSESSMENT

General Principles

205. Some Hispanics come from countries where students are seldom assessed individually as they are in the United States. The strangeness and unfamiliarity of this situation may make Hispanic students anxious to the point that their anxiety interferes with their ability to demonstrate their achievement and potential.

106. Therefore assessors should make special efforts to set Hispanic students at ease prior to and during assessment. If, despite these attempts, Hispanic students demonstrate high levels of anxiety, the results of their assessments should be invalidated.

207. Hispanics' concept of time is less oriented to working efficiently and finishing rapidly than to doing the job well regardless of the amount of time required.

208. Therefore timed tests should be avoided because they do not accurately assess the Hispanic students' ability as well as an untimed test. The only justification for the use of timed tests is to determine how Hispanic students function when Anglo time oriented school practices are not adjusted to the time orientation of Hispanics.

209. The Hispanic culture fosters a close personal interdependence among family members and close friends. Children especially are encouraged to rely on the help, support and opinions of adults in the extended family.

210. As a result some Hispanic students perform better on tests when they receive immediate feedback about the results of their attempts and when they experience assessors as involved and supportive.

211. Therefore Hispanic students should not be assessed with standardized instruments which do not permit the assessor to provide encouragement and feedback to them.

212. Therefore when evaluating Hispanic students, assessors should maintain an involved and supportive posture rather than a detached or objective posture with them.

213. The Hispanic culture discourages guessing (hablando sin saber). Thus, Hispanic students may be penalized on assessment procedures which require students to respond when they are uncertain of the correct answer.

214. Therefore Hispanic students should not be assessed using instruments which require guessing.

215. Therefore Hispanic students should be encouraged to guess while being assessed with such such instruments.

216. Because Hispanics tend to feel that it reflects negatively on their self worth to admit that they do not know something or cannot do something, Hispanic students who are less accustomed to asking questions and expressing doubts and confusions may not admit that they do not understand directions or items included in assessment procedures.

217. Therefore assessors should actively determine that Hispanic students understand the directions and the items utilized to assess them and encourage them to ask questions when they do not.

218. Hispanic children are discouraged from attempting to excel at the expense of others. Overt competition between individuals is discouraged. As a result Hispanic students may be reluctant to volunteer answers when they know them or to compete in academic games such as spelling bees and arithmetic baseball.

219. Therefore assessors should not assume that Hispanic students who do not volunteer answers nor compete in academic games do not do so because they do not know the answers.

220. The Hispanic culture does not expose Hispanic students to many of the items on standardized tests. Thus many tests which claim to measure other things when used with Hispanic students measure the extent of their exposure to the dominant culture instead.

221. Therefore Hispanic students should not be assessed using standardized instruments which contain items to which they have not been exposed unless the purpose of the procedure is to measure their exposure to these items.

222. Therefore assessors should function as advocates for Hispanic students against the use of such tests. They should explain why standardized tests are biased against Hispanic students, encourage the development of local or regional norms especially in regard to cultural, linguistic and socio-economic variables and suggest the use of criterion reference tests and informal observation whenever possible.

223. Therefore assessors should keep in mind that culturally determined test taking styles, etc., of Hispanic students are not right or wrong, good or bad, acceptable or unacceptable when compared to those expected of students acculturated to the Anglo culture, but only the same or different. And they should avoid using these prejudicial concepts when interpreting the results of their assessments of Hispanic students.

224. Because some Hispanic students may start school without the English language skills required for them to profit from instruction in English, assessors should determine whether Spanish speaking Hispanic students are fluent enough to be taught in English, English and Spanish, or Spanish only.

225. Because Hispanic students who have been exposed to some oral English before starting school may be more fluent in oral English than written English especially during their first few years in school, assessors should administer both oral and written forms of language tests especially when they want to evaluate the English fluency of Hispanic students.

226. Hispanics may use words and expressions in ways which are different than the way they are used in the Anglo culture and vice versa. For example, Hispanics are accustomed to address people as doctor, ingeniero, and maestro as a sign of respect. However when Hispanic students do the same thing in English and address their teachers as teacher, Anglo teachers may interpret it as disrespect. Likewise Hispanics may address each other using such terms as gordo and flaco as signs of affection. However when Anglos are addressed as fatty and skinny they often interpret it as the opposite of affection.

227. Therefore assessors should determine not only the extent of students' English vocabularies but the extent to which they are able to use their English words in culturally appropriate ways.

228. Hispanic non-verbal communication (body language) is different in very many ways from that used by Anglos. For example when Hispanic students lower their eyes and bow their heads when being reprimanded, they are communicating respect for their elders. However when Anglos assume the same posture, they may be communicating admission of guilt and willingness to accept their punishment.

229. Therefore assessors should determine whether Hispanic students are fluent in the use of appropriate English non-verbal communication.

Effects of Bilingualism on Assessment

230. Some Hispanic students may have developed two vocabularies. They may be dominant or proficient in English for information and experiences that pertain to school and education and dominant or proficient in Spanish for information which relates to home and community.

231. Therefore assessors may have to utilize both English and Spanish language procedures to determine the full extent of some Hispanic students' verbal ability.

232. Because Spanish words and concepts do not translate into English and vice versa, assessors should avoid using items on literal translations of English language tests which lose their meaning in the translations.

233. Hispanics speak many Spanish dialects because:
a) There are significant differences in the Spanish spoken in the various Latin American countries;
b) Latin Americans from different countries tend to relocate within specific regions in the United States, i.e., Cubans in Florida, Puerto Ricans in the North East, Mexicans in the South West, etc.;
c) In some regions, i.e., Texas, Hispanics speak a dialect of Spanish which includes many English words (Tex Mex).

234. Therefore, when assessing language dominance, assessors should select instruments which utilize the dialect spoken by the student and which provide appropriate regional norms.

235. Therefore, when assessing the knowledge, etc., of Spanish speaking students with Spanish language instruments, assessors should determine which errors are due to dialect differences rather than lack of the knowledge, achievement, aptitude, etc., being tested.

Assessment of Achievement

236. The Hispanic community's priorities and goals for the education of their children are different from those of the Anglo community in many significant ways. Among other things, these differences affect the content of the academic curriculum, the values taught by the school and the pace at which students are expected to progress.

237. As a result the contents of standardized achievement tests which are designed to reflect what is being taught in the average school at a particular grade level may not reflect what is being taught in schools and classes in which the curriculum is relevant to the needs and desires of Hispanic communities.

238. Therefore assessors should utilize criteria reference tests which include items from curricula which are culturally relevant to Hispanic students to assess their achievement.

239. Since Hispanic students may be dominant or proficient in English for information related to school and in Spanish for information related to non-school areas or they may utilize a combination of English and Spanish (Tex Mex) a mono-lingual assessment may not reveal the complete extent of their knowledge.

240. Therefore assessors should assess the achievement of bilingual Hispanic students in both English and Spanish.

241. Since Hispanic students may be more fluent in oral than written English and Spanish, written tests may not reveal the full extent of Hispanic students' knowledge, especially during the first few years of their exposure to school.

242. Therefore assessors should utilize both oral and written procedures when assessing the achievement of bilingual Hispanic students.

243. Assessors' evaluation of bilingual Hispanic students' responses on achievement tests should never be influenced by the correctness of the grammar, spelling, etc., they use to express themselves unless the test is specifically designed to measure English language skills.

Assessment of Cognitive and Learning Styles

244. Hispanic students tend to have cognitive and learning styles which may be different from the teaching styles of their teachers. These differences rather than supposed intellectual deficiencies, learning disabilities, etc., may account for the school related problems of many Hispanic students.

245. Therefore an evaluation of the learning styles of Hispanic students should be included when such students are demonstrating academic or behavioral problems in school. This evaluation will enable the assessors to determine whether these teachers' teaching styles match their students' learning and cognitive styles.

246. Therefore Hispanic students should not be mislabeled learning disabled, etc., when the cause of their poor achievement is due to a mismatch between their cognitive learning styles and their teachers' teaching styles.

Assessment of Learning Potential (Intelligence)

247. Hispanic students may not be able to demonstrate what they have learned or what they can do on tests which:
- are not in their native language;
- are timed;
- contain items to which they have not been exposed;
- are too thing rather than people-oriented;
- do not allow for feedback from the assessor.

248. Many tests attempt to determine learning potential (intelligence) by measuring achievement. The rationale of this approach is that differences in achievement on such tests reflect differences in potential. However tests and other evaluative procedures which do not permit Hispanic students to demonstrate what they have achieved or can do for the reasons mentioned above in 247 provide a biased indication of their potential.

249. Therefore the learning potential of Hispanic students should not be evaluated by these kinds of "intelligence tests".

250. Hispanic students who are not accustomed to taking individualized tests may become too anxious and insecure during the evaluation to demonstrate their knowledge and achievement. As a result assessment procedures may not give a true indication of these Hispanic students' potential.

251. Therefore assessors should not use formal assessment procedures to evaluate the learning potential of Hispanic students who are unaccustomed to such procedures.

252. Therefore assessors should use formal assessment procedures with such students but only as part of a complete and thorough battery of procedures.

Assessment of Emotional and Behavior Problems

253. The Hispanic culture requires good students to be passive learners - to sit quietly at their desks, pay attention, learn what they are taught and speak only when they are called upon. Anglo educational methods often require students to be active students - to show iniative and leadership, to volunteer questions and answers, and to question the opinions of others.

254. Hispanic students who cannot assume this more active role may be incorrectly perceived as insecure, shy, or excessively passive.

255. Hispanic students who are trained to be dependent upon the opinions, values, and decisions of adults may seem to Anglo assessors to be overly dependent, immature, or even slow.

256. Hispanic students who are brought up to be cooperative rather than competitive in their relationships with their peers may be seen by Anglo assessors as too passive and non-assertive.

257. Hispanics who are not necessarily expected to admit responsibility or apologize when they have made a mistake or wronged another person may resist doing so especially in front of their peers. Anglo teachers may misperceive their unwillingness as recalcitrance, stubbornness, or defiant behavior.

258. Hispanic students are used to close personal relationships and physical contact with adults. When they seek this close physical contact in the primary grades, they may appear to be overly dependent on their Anglo teachers. When they exhibit the same behavior as teenagers, they may appear to be sexually aggressive.

259. Hispanic students who help each other when they are called on, during examinations, or with their homework may be perceived to be cheating rather than cooperating by persons who are unfamiliar with the Hispanic culture.

260. Cultural conflicts between Hispanic and Anglo expectations for children and adolescents may cause identity problems for Hispanic youth. Some Hispanic youth may resolve these identity crises by adopting exaggerated behavior patterns (such as those typical of Vatos Locos, Low Riders, etc.) which are designed to express their individuality. When students demonstrate these behavior patterns in school they may threaten Anglo teachers and administrators who may think that these Hispanic youth have emotional or behavioral problems.

261. Therefore assessors should distinguish between the previously mentioned culturally determined acceptable ways of behaving in school and others which may indicate emotional or behavioral problems.

Effects of Prejudice, Bias and Stereotyping

262. Hispanic students who are experiencing failure or frustration in school because of mismatches between their cognitive and learning styles and the teaching styles of their teachers, lack of culturally relevant material in the curriculum, instruction in their non-dominant language, etc., may react to this frustration and failure by loss of interest, withdrawal, resignation, anxiety, rebelliousness, etc. These emotional and behavioral problems are the result of, not the cause of these students' difficulties in school.

263. Hispanic students who are required to compete against their will, criticized in front of their peers, denied the dependent relationship they are accustomed to have with adults, etc., may feel rejected, abused or picked upon by their teachers. They may become insecure and anxious. They may rebel against such treatment or withdraw from further attempts to succeed in school or relate to their teachers. In such cases these emotional and behavioral problems are the result of, not the cause of these students' difficulties in school.

264. Therefore assessors should distinguish between Hispanic students who have intrinsic emotional and behavioral problems which interfere with their adjustment to schools and those whose emotional and behavioral problems are caused by culturally and linguistically inappropriate school experiences.

PLEASE CHECK TO BE SURE THAT YOU HAVE ANSWERED ITEM NUMBER 264 ON YOUR ANSWER SHEET. PLEASE BEGIN THE NEXT SECTION WITH NUMBER 265 ON YOUR ANSWER SHEET.

COUNSELING PARENTS

General Principles

265. Many Hispanics come from cultures which emphasize respect for authority. This is especially true of those whose families have not been a part of the power structure. They are generally used to being told what is right by government officials, priests, educators, etc., and to obey.

266. Coming from countries where citizens are expected not to question the law but to trust in the authorities, they may have difficulty participating in the educational decision making process as described by PL 94-142. Unaccustomed to the concept of parents' rights in general and unaware of their specific rights under the law, it may be difficult to fulfill the role ascribed to them by PL 94-142, especially when it is in their children's best interest that they demand that school systems respect their rights or those of their children.

267. In the counseling situation, where counsellees are supposed to assume responsibility for the outcomes or decisions this attitude will make the process more difficult. Out of respect for teachers and school authorities, parents may accept imposed decisions rather than exercise their rights or act out their disagreement.

268. Therefore counselors should emphasize their role as partners rather than authorities in the counseling process. They should make an effort to encourage parents to participate fully. Counselors should emphasize the role of receiving, accepting, understanding, clarifying, and supporting; they should avoid manipulating, commanding, or otherwise taking advantage of the clients' tendency to "go along with" counselors out of respect for their authority alone rather than a personal committment to change.

269. Therefore counselors should inform Hispanic parents of their rights and responsibilities and those of their children and prepare, train and encourage them to exercise these rights and responsibilities during the educational decision making process.

270. Because of their respect for authority and their previous educational experiences, some Hispanics may express agreement with the decisions made about their children during counseling sessions, individualized education planning meetings, etc., when they do not understand the decisions or disagree with them.

271. Therefore counselors should encourage Hispanic parents to ask questions when they do not understand and express their opinions when they disagree. Moreover, counselors should not interpret polite acquiescence on the part of Hispanic parents to mean that they truly agree with what they have merely acquiesced to.

272. Some Hispanic parents come from cultures where they are taught to be wary of signing documents. When they are asked to sign forms necessary for the evaluation of their children or the provision of special education services, they may be reluctant to do so.

273. Therefore counselors should inform these Hispanic parents about the need for the evaluation and services and relate to them in ways which earn their trust. This can best be accomplished by understanding their special needs and relating to them as advocates rather than adversaries.

274. The family is the most valued institution in the Hispanic culture. The individual owes his primary loyalties to the family. When one has a family, one is never alone or without help in time of need.

275. Therefore counselors should be aware that a sense of responsibility to their family might cause Hispanics to change their behavior when they otherwise would not do so. When appropriate, counselors should appeal to their counsellees' sense of responsibility to their family in order to motivate them to change their behavior.

276. Therefore counselors should be aware that the family may provide more support to a Hispanic counsellee in need of support than the counselor is able to offer. And counselors should enlist the family's assistance when necessary.

277. Therefore counselors should consider the possibility that group counseling which might include representatives of both the immediate and extended families could prove more effective than merely meeting with one or both of the parents.

278. In traditional Hispanic families the male and female roles are very distinct. Among other differences the father tends to function as the authority and decision-maker while the mother is the nuturer and comforter.

279. Therefore counselors may find that who they see makes a big difference. If they want authority, they may want to counsel the father. If they want supportive treatment for a child, they may want to counsel the mother.

280. Since in many traditional Hispanic families the members would not act contrary to the wishes of the father, counselors should avoid encouraging family members to change their behavior or attitudes until the father agrees.

281. Hispanics who are accustomed to seeking the help of family members with their personal problems may not feel the need to discuss things with strangers regardless of their professional qualifications.

282. They may even experience the counseling process as an invasion of their privacy by a stranger.

283. Therefore counselors should spend a great deal of time building rapport and establishing trust, etc., before getting to the heart of the matter.

284. Since Hispanic parents who do not perceive a need to speak to professional counselors will not seek out their services, counselors cannot wait passively for the initial contact to be initiated by them. Instead they should actively offer their services, keeping in mind the importance of developing rapport and establishing trust before beginning to deal with important issues.

285. Because one of the ways in which Hispanics demonstrate their respect for each other is through the maintenance of certain formal conventions like the use of the formal usted rather than the informal tu in conversation, Hispanics may mistake an Anglo's less formal approach to interpersonal relationships as a sign of disrespect.

286. Therefore counselors should respect the cultural expectations of the Hispanic parents with whom they work by maintaining a formal relationship with them until the parents indicate otherwise.

287. Therefore when counselors believe that it is necessary to put such parents at ease, to relax them, make the situation seem less formidible, etc., they should not use informality in their relationships as a technique. Such an unfamiliar unexpected relationship may make Hispanic parents even more uncomfortable and uneasy in the situation.

288. Hispanics maintain less physical distance between themselves when conversing than do Anglos.

289. Therefore counselors who are not accustomed to being in such close proximity to others when they speak may be tempted to increase the distance between themselves and the Hispanic parents they are counseling by sitting behind a desk, etc. However, counselors should allow their Hispanic counsellees to determine the distance between them in order to make their counsellees more comfortable in the counseling session.

290. The Hispanic concept of punctuality is different than that of the Anglo. As a result Hispanic parents may not arrive "on time" for meetings and counseling sessions when "on time" is defined in Anglo terms.

291. Therefore counselors should neither assume Hispanic parents will arrive promptly for meetings nor interpret their lateness to be a sign of resistance to or disinterest in the counseling process.

292. Among Hispanics, conducting business or meetings in general is somewhat of a social affair. Digressions from the topic at hand make for a more personal, relaxed atmosphere. Counselors who have an Anglo "let's get down to business" or "let's stick to the point" approach may misperceive these digressions as avoidance or resistance.

293. Therefore when counseling Hispanic parents, counselors should not immediately call the parents back to the issue or point at hand.

294. Therefore when counseling Hispanic parents counselors should plan for sufficient time to accomplish their goals even if it takes more time or many more sessions.

295. One area in which Anglos and Hispanics are likely to be markedly disparate is the area of manners, courtesy, interpersonal relations. Anglos are taught to value openness, frankness, and directness. They are much more likely to express themselves simply, briefly, and frequently bluntly. The traditional Hispanic approach requires the use of much diplomacy and tactfulness when communicating with another individual. Hispanics often find themselves in difficulty if they disagree with an Anglo's point of view. To them, direct argument or contradiction appears rude and disrespectful. On the surface they may seem agreeable, manners dictating that they not reveal their genuine opinion openly unless they can take time to tactfully differ.

296. Therefore counselors should read between the lines for hints of disagreement, reluctance, etc., on the part of the Hispanic parents whom they counsel.

297. Therefore counselors should allow enough time during their sessions so that parents may tactfully express their true ideas and opinions.

298. Hispanics who are affected by cultural pluralism may have difficulty resolving the conflicting cultural pressures and demands. Those who assimilate or acculturate rapidly may experience less pressure than those who try to either maintain their original culture or satisfy both cultures.

299. Like many other people with roots in more than one country or culture, Hispanics have many alternative ways of viewing who they are. They may identify with the country and culture in which they or their families originated and conceive of themselves as Spaniards, Mexicans, Puerto Ricans, Cubans, Chileans, etc. They may identify with both their original and current cultures and think of themselves as Cuban-Americans, Puerto Rican-Americans, Mexican-Americans, Chicanos, Spanish-Americans, etc. Or they may identify themselves solely in terms of their current residence and consider themselves to be Americans.

300. Therefore counselors should be aware of the cultural and national terms within which Hispanic parents define themselves and they should address the parents appropriately.

301. Therefore knowing how Hispanic parents have resolved their cultural conflicts may provide counselors important information about how to relate to them, what techniques to use with them and what kinds of solutions they will be able to accept for their problems with their children.

302. Hispanics have a sense of belonging to a community (La Raza) which is very distinct from the dominant culture. When programs are developed for them by Anglos at the national, state, or even local level without their input and participation, they may experience them as irrelevant and unresponsive to their needs and may not utilize their services.

303. Therefore counselors should actively encourage the participation of the Hispanic community in the planning and implementation of programs.

304. Hispanics are proud and self-reliant. When they need assistance they tend to go to their families rather than public agencies for support. Many of them come from countries where public welfare type programs are virtually non-existent. Because of their pride and previous experience, they may be reluctant to accept free services for themselves or their children from public agencies.

305. Therefore counselors should be sensitive to this possibility and when necessary assure these parents that they are entitled to these services, have paid indirectly for them and in no way is it demeaning to accept them.

306. Because many Hispanic parents are not fluent in English, counselors should not assume that the Hispanic parents of bilingual students are also bilingual. Since these parents are unable to participate in counseling meetings and other school activities when only English is spoken, communication in the form of notices, etc., should be sent to the homes in Spanish as well as English and counseling sessions, meetings, and conferences should be conducted in Spanish if possible or a Spanish-speaking interpreter should be utilized.

307. Many Hispanic parents who have learned English as a second language have not been exposed to the educational jargon used by educators and other school officials. As a result when jargon is used they may misunderstand what is being communicated or they may decide to avoid contact with the school altogether.

308. Therefore counselors should avoid using educational jargon when communicating with Hispanic parents.

309. Some Hispanics may communicate their opinions and attitudes in a less direct way. For example, parents who remark that maybe it would be better if their children went back to Mexico or Puerto Rico may be expressing frustration, not threats to the school. And parents who say "you are the expert, what do you want me to do?" may be showing respect towards the school personnel and not necessarily relinquishing their responsibility.

310. Therefore counselors should be interpreting what Hispanic parents mean by reading between the lines, taking cultural norms into consideration and being aware of colloquialisms.

Counseling Parents of the Handicapped

Attitudes Toward the Handicapped

311. "Haga uno lo que haga todo es lo que Dios quiere" (do what we will, everything is in the hands of God) is a saying that sums up the fatalistic philosophy of many Hispanics. Believing that God rather than man controls the events of their lives, many Hispanics try to accept and appreciate what Anglos try to control and overcome. This may make it difficult for some Hispanics to believe that their handicapped children can be helped.

312. Therefore when counseling Hispanic parents who have such fatalistic attitudes toward their handicapped children, counselors should be respectful and tread lightly on their beliefs about what <u>should</u> be done to help their handicapped children. At the same time counselors should make every effort to inform these parents about what <u>could</u> be done to help these children. When the parents are aware of what could be done they may be more able to change their attitudes about doing it.

313. Some Hispanics believe that their misfortunes are inflicted on them by God as punishments for their sins. They may believe that their handicapped children are the crosses God has given them to bear. As a result they may be reluctant to attempt to thwart God's will by trying to change the condition of their children.

314. Therefore counselors should help such Hispanic parents to see the value and necessity of education and other services for their handicapped children and they should encourage them to examine their reluctance to provide these services to their children.

315. The parish priest may be an effective ally in this endeavor.

316. Hispanic parents who believe that their children's handicaps are the will of God tend to be more accepting and protective of their children who are seen as "los benditos de Dios".

317. Therefore when counseling such parents counselors should capitalize on their positive attitudes toward their children's difficulties.

318. Some Hispanics believe that drinking too much, looking at the moon at the wrong time, leading a bad life, etc., may cause the birth of handicapped children. Holding themselves personally responsible for their children's disabilities, they may feel so guilty and ashamed that they may attempt to hide their children from others in the community.

319. Therefore while being respectful of their beliefs, counselors should educate parents about the actual causes of handicaps.

Attitudes Toward Special Education

320. Some Hispanic parents may come from countries where disabled children do not receive special education. Thus they may not seek such services for their children. This may be especially true of early stimulation and intervention.

321. Some Hispanic parents may come from countries where many of the disabled fulfill acceptable community roles without special education. This may be especially true of rural agricultural areas. As a result some Hispanic parents may think that special services beyond medical treatment are unnecessary.

322. Because of the limited training the disabled receive in these countries, some Hispanics may not be aware of the disabled's potential for learning with appropriate special education services.

323. Some Hispanic parents believe that special education services are a waste of time because they recall their own educational experiences in their native countries where only regular educational services were offered.

324. Because of their educational experiences in their native countries, some Hispanic parents are unaware of the existence of some of the learning handicaps which require special educational services in the United States. They may ask themselves, if the schools in their native countries never noticed such things, why is their child's school blaming their child's difficulty on something they have neither heard of before nor observed in their child at home? This may lead them to reject both the diagnosis and the services offered to their child.

325. Therefore counselors should educate Hispanic parents about both their children's special needs and the ways special educational services can provide for these needs.

326. Therefore counselors should actively seek out or search for disabled children in need of services within the His panic community.

327. Therefore counselors should educate the Hispanic community regarding the needs and potential of disabled children and the importance of early intervention.

Attitudes Toward Counseling Techniques

328. In comparison to Anglos, Hispanics are more likely to believe that behavior is controlled on a conscious level through will power rather than unconscious intra-psychic motivation.

329. As a result, some Hispanic parents may believe that their children's misconduct or learning problems are caused by laziness and stubbornness rather than be emotional, psychological or neurological problems beyond their control.

330. Therefore, when necessary, counselors should educate Hispanic parents regarding the true cause of their children's problems in school so that they will understand why their children would benefit from appropriate special education services.

331. When the difficulties of handicapped children are caused by or aggravated by emotional problems or unconscious conflicts, educators should explain these facts to their parents. And they should explain why the children are unable rather than unwilling to fulfill the expectations their parents and others have for them. When the parents have accepted these explanations counselors can suggest non-behavioral techniques to the parents.

332. Therefore if Hispanic parents resist or reject counselors' suggestions that their children's behavior or their own behavior is based on unconscious motivation, counselors should distinguish when this resistance is based on cultural beliefs rather than defensive reactions and proceed accordingly.

333. Believing that behavior is subject to conscious control, Hispanic parents are more likely to utilize behavior modification techniques in order to control their children's behavior than techniques which are designed to change their children's dynamics or resolve their problems.

334. Hispanics tend to utilize corporal punishment more and deprivation of love and affection less when disciplining their children. Thus when counselors report that the school is having difficulty with their children, some Hispanics may respond that they will hit them.

335. Therefore if this occurs, counselors should respond by saying something like, "thank you for your support. I agree with you that we need to be very firm. At home parents can hit their children if they wish. However in school we have to use other means of disciplining them."

336. Therefore counselors who disagree with the use of corporal punishment should not criticize Hispanic parents who use it nor perceive them to be ineffective or abuseive parents because they hit their children.

337. Believing that behavior is consciously controlled, Hispanic parents tend to view their children's behavior as a reflection on the family and their ability as parents. They may become defensive when their children's misbehavior is brought to their attention.

338. Therefore counselors should avoid presenting children's behavior problems to their parents in ways that will make them defensive.

339. Hispanics who believe that behavior is controlled on a conscious level may not have a great deal of faith in psychological counseling as a problem solving approach and are more likely than Anglos to resist the use of these approaches with their children or themselves.

340. They may believe that psychological counseling is only suitable for the very disturbed or crazy.

341. Therefore when working with such Hispanic parents, counselors should make referrals for psychological counseling using tact and compassion and other techniques so that it does not appear that they believe that either the parents or their children are crazy.

342. When Hispanic parents resist such referrals, counselors should determine when the resistance is due to cultural rather than psychological causes and act appropriately.

343. Some Hispanics believe that mental retardation, blindness, emotional problems, etc., can be caused by mal de ojo, brujeria, alcohol abuse, looking at the moon at the wrong time, etc. As a result they may prefer to rely on prayer, curanderismo, herbs, brujas and other methods as ways of alleviating their children's difficulties rather than the services offered by the schools and other agencies.

344. Therefore when counseling parents who believe fervently in these methods counselors should consider working in conjunction with people in the community such as priest, curanderos, herbalists, who provide these kinds of treatments.

345. Therefore while respecting the parents' beliefs and communicating this respect to the parents, counselors should attempt to persuade them to accept the services offered by educators, psychologists, doctors, social workers, etc., as well as the traditional herbalists curanderos, etc.

Effects of Limited Economic Resources and Limited Education

346. Hispanic families with limited economic resources in need of counseling are often in a double bind if counselors cannot be flexible in scheduling appointments and availability of services. Typically jobs which lower-economic people have are not flexible regarding work hours, absenteeism, etc. Parents often cannot leave work to attend daytime appointments. If counseling facilities are far from neighborhoods, parents often find it a hardship to arrange transportation, provide for babysitters, etc. Special treatments, counseling fees for private therapy, etc., are often impossible to include in the family budget. Time to attend regular counseling sessions, even if they are scheduled during non-working hours, is often not possible due to family obligations of housework, meal preparation, child care., Family priorities must often take precedence over attendance at school functions meetings, etc. Among poor families, the necessities of day to day existence such as trips to the grocery store or laundromat, emergency health needs, car trouble, etc., are of primary importance.

347. Therefore counselors should adapt to the needs of these parents by seeking financial assistance for long term therapy, providing areas for children to play while parents attend counseling, and by being available informally at youth functions, etc.

348. Therefore counselors should offer to work with the family in its natural environment, at home, rather than expecting the family to visit the school especially when it requires expenditures for car fare, babysitting, or loss of time at work.

349. Hispanics who have serious economic problems often justifiably perceive the causes of their frustrations anger, etc., on the social and economic situation around them.

350. They may prefer concrete action on the part of counselors as opposed to talking in the resolution of their problems and concerns. They want action-oriented counselors who can be change agents, who will do their best to change the situation which is causing the problem rather than counselors who think they should adjust to or adapt to these conditions.

351. Therefore counselors should be advocates for Hispanic exceptional students and their parents. They should:

Inform school authorities and colleggues of discriminatory and prejudicial procedures, materials, etc., which are being utilized in the school and suggest specific ways of eliminating them;

Inform others of the needs of Hispanic exceptional students and suggest specific educational. economic and social services and changes and modifications in school procedures instructional methods, curriculum content and classroom management techniques which would help satisfy these needs;

Interpret the results of assessment procedures in ways that would made the results culturally and linguistically relevant;

Offer information regarding parental rights, create a format for parents to express their concerns on important issues relevant to their life styles, and assist them in obtaining the knowledge and skills needed to impact on the system.

352. Therefore counselors should not utilize the counseling relationship as a vehicle to encourage Hispanic parents to change from their own cultural frame of reference to the reference of the majority or dominant culture at the expense of their own desires and identity even if counselors believe that it would be to the advantage of the parents or their children to do so.

Effects of Limited Economic Resources and Limited Education

353. Hispanics with limited education may have different concepts of what constitutes sufficient education.

354. Therefore counselors should ascertain the educational goals these parents have for their children and what they think is a good education and inform them of what is possible and necessary nowadays in the schools their children attend.

355. Hispanics who have had little education may lack information about special education, mental health and counseling services.

356. Therefore when working with these Hispanics counselors should be prepared to spend a great deal of time providing information and answering questions about concepts and ideas which well-educated persons are familiar with.

357. Counselors should be aware that although these parents may want to help their children, because of their own lack of experience and education they may be unable to provide the assistance that many other parents can provide, for example, helping their children with their homework.

358. At times there may be significant differences between the parents' values and those of the school, e.g., parents may feel it is more important that a daughter help out at home or a son earn money than attend school. At such times these parents may feel that the school system is interfering in their lives or even trying to take control of their children.

359. Therefore when these conflicts exist counselors should respect the values of the parents. Instead of trying to change them, counselors should provide the parents with the additional information necessary for the parents to evaluate whether their values are appropriate for their current situation. Then they should abide by the parents' wishes to the extent that it is legally possible to do so.

360. Therefore while acknowledging that the parents' values might have been valid for their situations, counselors should inform them their children live in other circumstances and require other values.

Effects of Prejudice and Stereotyping

361. Some Hispanics have lost their trust and respect for Anglo institutions because of the prejudicial treatment they have received from employers, landlords, real estate agents, neighbors welfare case workers, indifferent school officials, etc. This lack of trust may extend to counselors even when counselors do not merit such mistrust.

362. These Hispanic parents may also assume that counselors share the prevalent stereotype of Hispanics, such as they are disinterested in their children's school performance, lazy, stupid, dishonest, procrastinators, etc.

363. Those dependent on social welfare programs and undocumented aliens may be unwilling to confide in counselors for fear that the information might be used against them.

364. Because of previous misplacement of non-handicapped Hispanic children in special education programs, many parents are now suspicious of such placements for their children even when they are appropriate.

365. Thus while in the past a simple statement of the problem in school would be enough to gain the support of many Hispanic parents, nowadays many Hispanic parents are justifiably suspicious of school personnel.

366. Therefore counselors should try to empathize with the feelings of distrust of these parents. They should educate themselves about the extent of discrimination against Hispanics in the United States.

367. Therefore counselors should act as advocates for Hispanic parents when they are confronted by discrimination.

368. Therefore counselors should build bridges to the Hispanic community on a daily basis rather than to wait until crises develop and there are problems to be solved and issues to be resolved before contacting the community. In this way they will already have established relationships of mutual respect, understanding and confidence on which to base their counseling relationships when the necessity arises.

369. Therefore counselors should point out to members of the dominant culture as well as the Hispanics with whom they work that respect and acceptance of other cultures and values is part of living in the United States.

370. Therefore counselors should attempt to correct stereotypes and myths about Hispanics.

371. Therefore counselors should explain that Hispanics are culturally different not culturally deprived.

PLEASE CHECK TO MAKE SURE THAT YOU HAVE ANSWERED ITEM NUMBER 371 ON YOUR ANSWER SHEET. BEGIN THE NEXT SECTION WITH NUMBER 372 ON YOUR ANSWER SHEET.

ADDITIONAL STATEMENTS

372. The cultures of the vaious Latin American countries are similar enough so that despite differences which exist among the countries there is still a Latin American culture which can be described.

373. Although Hispanics living in the United States trace their roots back to many Latin American countries, there is still a common denominator of Hispanic culture in the United States especially for Hispanics in the same socio-economic class.

374. Because Hispanics in the United States differ in the extent to which they have been acculturated they will differ in the extent to which the Hispanic or the Anglo cultures influence their life styles and learning styles. In order to work more effectively with Hispanic students and their parents it is important to know the extent to which and the specific ways in which their attitudes. values, cognitive styles, etc., are influenced by the Hispanic versus the Anglo cultures.

375. The cultures of the various Latin American countries are so dissimilar that it would be necessary to describe each of the cultures of the various groups of Hispanic Americans separately.

376. Because of the significant differences between the Hispanic and Anglo cultures, it is extremely difficult to train Anglo professionals to work effectively with Hispanic students and their parents. Therefore efforts to provide educational and counseling services to the Hispanic community should concentrate almost exclusively on the recruitment of Hispanics into the professions. Attempts to train Anglo professionals to work with the Hispanic community should be drastically curtailed.

377. The kinds of information sought by this survey if presented in an appropriate manner, stressing the dangers of over-generalizations and the individual differences in acculturation, socio-economic level, etc., among Hispanics could be very useful in preparing professionals to work with Hispanic students and their parents.

378. It would not be a good idea to present the kinds of information sought by this survey in any form because it would create stereotypes and over-generalizations which could easily lead professionals to misunderstand and misinterpret Hispanic students and their parents.

379. It is more important for Anglo professionals who work with the Hispanic community to be aware of the implications of living in two different cultures than to be aware of the specific differences between the cultures.

380. It is more important for Anglo professionals who work with the Hispanic community to be aware of the implications of the prejudice Hispanics suffer than to be aware of the specific differences between the two cultures.

381. It is more important for Anglo professionals who work with the Hispanic community to be aware of the specific differences between the two cultures than to be aware of the implications of either living in two different cultures or the prejudice Hispanics suffer.

382. All three factors, the implications of living in two cultures, the implications of prejudice and the specific cultural differences are equally important for Anglo professionals.

383. Some theorists have suggested that there are three alternative ways for Hispanics to resolve their cultural conflicts: acculturation into the Anglo culture (acculturation); maintenance of the His panic culture (traditional); or becoming bicultural (dualistic).

384. The most desirable alternative is acculturation.

385. The most desirable alternative is traditional.

386. The most desirable alternative is dualistic.

387. The most desirable alternative is the one that suits the individual.

388. Most of the so called differences between the Anglo and Hispanic cultures contained in this survey are based on socio-economic differences rather than cultural differences.

389. Despite what some people may prefer, the fact is that it is more realistic to encourage Hispanic students to adapt to the Anglo culture than to expect Anglos in general and Anglo professionals in particular to adapt their assessment, instructional, motivational, classroom management and counseling techniques to Hispanics.

390. Please indicate your professional background by marking the appropriate number on your answer sheet:
1. Professional or professional and student.
2. Student
3. Hispanic parent who is not a professional or a student

391. Professionals please indicate your profession. Only mark one number.

1. Regular educator
2. Bilingual/bicultural educator
3. Special educator or bilingual bicultural special educator
4. Psychologist
5. Counselor

392. Students please indicate your field of study.

1. Regular educator
2. Bilingual/bicultural educator
3. Special educator or bilingual bicultural special educator
4. Psychologist
5. Counselor

393. Please indicate your ethnic background.

1. Hispanic
2. Non-Hispanic

ONLY HISPANICS SHOULD ANSWER ITEMS 394 AND 395. NON-HISPANICS SHOULD SKIP TO ITEM 396.

394. Please indicate where you were born.

1. Mexico
2. Caribbean area
3. Central America
4. South America
5. Non-Hispanic country

395. Please indicate the area of origin of your family - your Hispanic roots.

1. Mexico
2. Caribbean
3. Central America
4. South America
5. Spain

ONLY NON-HISPANICS SHOULD ANSWER ITEMS 396, 397, 398, 399. HISPANICS SHOULD SKIP TO ITEM 400 AT THE END OF THE SURVEY.

396. Please indicate your overall fluency in Spanish.

1. Poor
2. Fair
3. Good
4. Excellent

397. Please indicate your familiarity with the Hispanic culture.

1. Poor
2. Fair
3. Good
4. Excellent

398. Please indicate your years of experience working with the Hispanic community, with Hispanic students or with Hispanic parents.

1. No experience
2. Some experience but less than 1 year
3. At least 1 but less than 3 years
4. At least 3 but less than 6 years
5. At least 6 years

399. Please indicate your years of experience living in an Hispanic community in the United States or Latin America.

1. No experience
2. Some experience but less than 1 year
3. At least 1 but less than 3 years
4. At least 3 but less than 6 years
5. At least 6 years

400. Please indicate whether you would like to be informed of the results of the survey.

Mark 1 if you wish to be so informed.
Mark 2 if you do not wish to be informed.

PLEASE BE SURE THAT YOU HAVE ENDED THIS SURVEY WITH NUMBER 200 ON THE ANSWER SHEET MARKED #2 (201-400). IF YOU HAVE NOT PLEASE LOCATE AND CORRECT YOUR MISTAKE.

THANK YOU AGAIN FOR YOUR PARTICIPATION IN THIS SURVEY.

APPENDIX B

Items on Which Hispanics Reached Consensus

INSTRUCTION

Motivating Students

1. Hispanics have a strong identification with and loyalty to their family and community. They are brought up to believe that contributing to and sacrificing for the benefit of the group is more important than personal aggrandizement. As a result Hispanic students may be highly motivated to do things that have significance for their families, friends, and community.

    2. Therefore educators should include community oriented projects in the curriculum.

3. Because of their commitment to the group and other reasons, some Hispanic students may prefer to work in groups.

    4. Therefore educators should emphasize or give equal time to group projects.

    5. Therefore educators should encourage students to ask each other for help and arrange for peer tuturing.

6. Hispanics tend to experience the family as a fountain of emotional and economic security and support.

    7. Therefore educators should stress the fact that Hispanic students' families will be proud of them and share the honor of their accomplishments.

8. Hispanic children tend to model themselves after adults whom they like, respect and admire.

    9. Therefore educators should develop the close personal relationships with their Hispanic students which will motivate their students to seek their teachers' approval and to model themselves after them.

10. In comparison to Anglos, Hispanics tend to be more present than future oriented.

    11. Therefore educators should provide immediate feedback, approval, recognition and reward to Hispanic students.

12. Hispanics, like other people, are very proud of their names.

    13. Therefore educators who have difficulty remembering or pronouncing their students' names should not anglicize Jose to Joe or Maria Teresa to Mary.

    14. Therefore addressing younger students with diminutives such as Juanito and Manuelita is a good way of expressing both affection for students and respect for their culture.

15. Hispanic families often have different expectations for their sons and daughters. Despite women's liberation and the non-sexist attitudes currently prevailing in the United States, many Hispanic parents have different expectations for their sons and daughters. They still protect girls and expect them to be mothers' helpers and to eventually marry, have children and focus their energies in the home. On the other hand, boys are expected to grow up to be more independent, to be more involved in activities outside the home and to be bread winners. Thus some Hispanic girls may not be highly motivated to succeed academically, to go to college, or to complete vocational learning programs.

16. Therefore educators should attempt to motivate their female students to aspire to fulfill non-sexist roles.

17. Therefore educators should explain to their female students that while the differences between the roles of the sexes may be appropriate for those who are comfortable with such differences, nowadays women can perform the roles and functions which in the past were traditionally assigned to men.

Effects of Limited Economic Resources and Limited Education

18. Some teenage Hispanic students whose families have serious economic problems may believe that it is more important for them to earn money to help out their families than to graduate high school or go on to college.

19. Many of the academically oriented courses offered in the middle and secondary schools may seem irrelevant to the vocational needs of these Hispanic students.

20. Therefore educators should adjust the contents of the curriculum to the needs of these Hispanic students. This may include offering more vocationally oriented courses and arranging for cooperative work study programs.

21. Therefore pointing out the vocational relevance of some aspects of the academic curriculum may also help to motivate Hispanic students who may be more interested in learning to make a living than in acquiring knowledge for its own sake.

Instructional Techniques

22. Many Hispanic parents have considerable pride in being Latin and belonging to "La Raza". This pride is often expressed in attempts to maintain the use of the Spanish language at home and in the community even after many years of residence in the United States.

23. Some Hispanic parents may have not acquired enough English to speak to their children in English because of not having lived in the United States for enough time or because of having lived in a neighborhood-barrio where English fluency was unnecessary.

24. As a result some Hispanic students are not fluent enough in English when they start school to profit from instruction in arithmetic, science, social studies, etc., when the language of instruction is English. Immersing them in a completely English program may cause them to fall behind their English speaking peers in these subject areas.

25. Therefore such limited English proficient students should receive a bilingual education. They should be taught such subjects as math, science, etc., in Spanish while they are being helped to become proficient enough in English to profit from English language instruction in these subject areas.

26. Even after they are proficient in English they should be provided with enough Spanish language instruction to maintain their Spanish proficiency if they wish to do so.

27. After a period of exposure to English in school and in the non-Hispanic community, Hispanic students who are exposed to Spanish at home and English in school may be Spanish dominant for words and concepts that relate to home and community and English dominant for school related words and concepts. When educators are unaware of their students' incomplete mastery of English, they may create learning problems for such students by failing to adjust their instructional strategies and teaching materials to their students' limited English proficiency.

28. Therefore educators should not automatically attribute complete fluency to bilingual Hispanic students who appear to have mastered the English taught in school especially if Spanish is spoken in their homes Rather, the choice of instructional techniques and materials to use with such students should be based on a thorough evaluation of their English language proficiency.

29. Non-English proficient Hispanic students with language disorders or serious learning problems who have difficulty learning in their primary language may find it even more difficult to learn a second language at the same time.

30. Therefore such Spanish dominant students should be taught exclusively in their primary language until they have either overcome their language disorders or become fluent in Spanish despite their disorders before receiving instruction in English.

31. Mentally retarded monolingual Spanish speaking Hispanic students may be unable to profit from instruction in two languages at the same time.

32. Therefore instruction should be in the language spoken at home.

24. As a result some Hispanic students are not fluent enough in English when they start school to profit from instruction in arithmetic, science, social studies, etc., when the language of instruction is English. Immersing them in a completely English program may cause them to fall behind their English speaking peers in these subject areas.

25. Therefore such limited English proficient students should receive a bilingual education. They should be taught such subjects as math, science, etc., in Spanish while they are being helped to become proficient enough in English to profit from English language instruction in these subject areas.

26. Even after they are proficient in English they should be provided with enough Spanish language instruction to maintain their Spanish proficiency if they wish to do so.

27. After a period of exposure to English in school and in the non-Hispanic community, Hispanic students who are exposed to Spanish at home and English in school may be Spanish dominant for words and concepts that relate to home and community and English dominant for school related words and concepts. When educators are unaware of their students' incomplete mastery of English, they may create learning problems for such students by failing to adjust their instructional strategies and teaching materials to their students' limited English proficiency.

28. Therefore educators should not automatically attribute complete fluency to bilingual Hispanic students who appear to have mastered the English taught in school especially if Spanish is spoken in their homes Rather, the choice of instructional techniques and materials to use with such students should be based on a thorough evaluation of their English language proficiency.

29. Non-English proficient Hispanic students with language disorders or serious learning problems who have difficulty learning in their primary language may find it even more difficult to learn a second language at the same time.

30. Therefore such Spanish dominant students should be taught exclusively in their primary language until they have either overcome their language disorders or become fluent in Spanish despite their disorders before receiving instruction in English.

31. Mentally retarded monolingual Spanish speaking Hispanic students may be unable to profit from instruction in two languages at the same time.

32. Therefore instruction should be in the language spoken at home.

33. Prior to their entrance into school, Hispanic students may be exposed to the richness of the Hispanic culture at home rather than to the many cultural concepts that are expected and valued by the Anglo school system.

34. This may be especially true if they are not proficient enough in English to learn the many concepts, facts, attitudes, etc., that are included in the English language children's programs shown on television.

35. Therefore educators should adapt their curriculum and instruction techniques to the knowledge and experiences Hispanic students bring to school. This will prevent them from being educationally behind as soon as they enter the school system.

36. Hispanic children are brought up to look up to their elders especially their parents - to respect their wishes, opinions, attitudes and advice.

37. They are much more likely than Anglo children to ask their parents and other adults for their advice and suggestions when they have to make important decisions.

38. As a result some Hispanic students may have difficulty when educators want them to form their own opinions and make their own decisions independently of their teachers.

39. Therefore educators should provide these students with the guidance and approval they need in order to make decisions in the classroom.

40. Therefore educators should try to encourage these students to be less dependent on the opinions and approval of adults so that they can begin to learn to function more independently.

41. Hispanic students who are brought up to depend on the opinions of their elders may function better when adults provide encouragement and feedback about how they are doing.

42. Therefore educators should provide these students with the encouragement and feedback about how they are doing that they require in order to work effectively.

43. Educators should encourage these students to be both able to function independently when necessary and to also rely on the encouragement and feedback of adults when necessary.

44. Children are taught to obey rather than to question why or disagree, to be quiet around their elders and to listen and learn rather than to speak and participate.

45. As a result some Hispanic students may have difficulty expressing their opinions and conclusions in class.

46. Therefore educators should not over-emphasize the expression of opinions with such students until they demonstrate that they are comfortable with this role in school.

47. Educators may inadvertently shame their Hispanic students, especially males, by criticizing their work or their answers in front of their peers.

48. Therefore educators should avoid providing negative feedback in front of others.

49. Therefore educators should help Hispanic students to accept necessary public criticism.

50. In comparison to the Anglo culture the Hispanic culture emphasizes people over ideas.

51. As a result some Hispanic students may relate better to a person-centered rather than thing or idea-centered curriculum.

52. Therefore educators should personalize the curriculum. This can be done by having students solve math problems about people, shopping in stores rather than just numerical computational problems, teaching about human geography, how people live in different regions, rather than physical geography, etc.

53. The Hispanic culture emphasizes learning by doing. As a result some Hispanic students learn more by touching, seeing, manipulating and experiencing concrete objects than by discussing or reading about ideas.

54. Therefore educators should de-emphasize the lecture approach and emphasize direct experience with these Hispanic students.

55. Hispanics tend to be more concerned with doing a job well regardless of the amount of time required than they are in finishing rapidly so they will have more time for the next task.

56. Hispanics tend to prefer to work at a relaxed pace even if it means taking longer to finish something.

57. Therefore educators should help such students adjust to the time orientation which they encounter in school and which will govern their lives in the dominant culture. This should include helping them to adjust to the pressures of time limits.

58. In comparison to Anglos, Hispanics tend to be more present than future oriented.

59. Therefore educators should teach Hispanic students to organize and plan their time so that they can complete long term projects.

Effects of Limited Economic Resources and Limited Education

60. Hispanic students who are raised by parents with little formal education and scant financial resources may not be exposed to the materials and experiences many middle class, educated parents provide their children. As a result they may lack some of the readiness skills expected of students in the lower grades.

61. Therefore educators should determine what knowledge, skills and experiences these students bring to school and base their instruction on where these students <u>are</u> rather than where they <u>should be</u>.

62. These students may suffer cultural shock in school because of the differences between what is available to them at home where they may have to wear out, make do, or do without, and what is provided by the school system. These differences may do harm to these students' self concepts and make it difficult for these students to adjust to school.

63. Therefore educators should take pains to reduce or eliminate those aspects of their classroom environment, teaching materials and teaching techniques which might cause cultural shock. They should make the classroom culturally relevant to these students so as to ease their entrance into the world of school.

Effects of Prejudice and Stereotyping

64. History, geography, social roles, etc., are often studied exclusively in terms of the Anglo point of view. Too often students are taught that Columbus rather than the Native Americans discovered America, that Ponce de Leon was a fool who was looking for a fountain of youth and that Latin Americans are lazy procrastinators who live in small underdeveloped pueblos.

65. When their foods are not mentioned during discussions of what are good foods to eat in order to have a balanced diet, their music is not played during assemblies and music appreciation classes, etc., Hispanic students may feel that they and their culture are inferior at least in the eyes of their teachers

66. Therefore educators should include the Hispanic contribution in the curriculum, correct inaccurate and prejudicial stereotypes of Hispanics, and include as much of the Hispanic foods, music, language values, etc., as possible in the daily curriculum.

CLASSROOM MANAGEMENT

67. Hispanic children are brought up to believe in the importance of the extended family; to sacrifice their own desires for the good of the family, and to expect that the family will support and aid them when they are in need.

68. This upbringing tends to make Hispanic students more cooperative and group oriented than Anglo students.

69. Therefore educators should explain that while working on homework assignments together and helping each other when they are being evaluated may be acceptable in some cultures, it is not acceptable in the school system they are attending.

70. Therefore educators should treat Hispanic students like any other students when they copy on tests.

71. Hispanics are generous with their belongings with friends and family. They practice the dictum "it is better to give than to receive". Hispanic children are also taught to share their belongings with others.

72. As a result Hispanic students are quick to share their things with their peers and they expect their peers to reciprocate. When Anglo students do not, Hispanic students may take their refusal as a rejection.

73. Therefore educators should help Hispanics learn to respect the rights of owners and Anglos to become better sharers.

74. Hispanic students may give gifts to, or offer to do favors for, their teachers and their peers in order to express their amistad.

75. Therefore educators should not view such gifts and favors as bribes to buy affection or special privileges.

76. Hispanic children often have a very active role to play in the family. They may be responsible for helping to take care of the younger children and may have many chores to do. When their parents do not speak English, they may be required to serve as translators when the adults have to meet with doctors, agencies, businessmen, etc.

77. When these responsibilities interfere with the students' attendance at school or homework and study time, Hispanics tend to view the students' responsibilities to the family as more important than their responsibility to the school.

78. Therefore educators should not pressure students to choose between their responsibilities to their families and the school by insisting that they attend school and complete assignments even when family responsibilities interfere. However, they should talk with the Hispanic parents and try to help them to shift their priorities somewhat so that the students' responsibilities at home do not interfere with their success in school.

79. What motivate Hispanics to be punctual are not impersonal reasons such as it is efficient for everyone to arrive at the same time and begin at the same time. Hispanics may feel that the meeting or work could have started without them if necessary. On the other hand personal relationships do concern them. For example they may be very concerned that their lack of punctuality not be interpreted as a sign of disrespect or a lack of courtesy toward others and arrive on time to make sure they do not seem disrespectful.

80. Therefore when educators find it necessary to reprimand Hispanic students for tardiness or to encourage them to be punctual, they should focus more on the interpersonal than impersonal results of their lateness. Such statements as "if you respect your classmates you will get here when we need you" may have more effect than statements such as "we could not finish on time"or"we wasted fifteen minutes because we had to wait for you".

81. Some Hispanic parents tend to use physical punishment rather than deprivation of love and affection when disciplining their children.

82. Moreover once they have punished their children they tend to forgive them rather than to remain angry, resentful, or to hold a grudge.

83. Therefore when Hispanic parents suggest to educators that they hit their children when they need to be disciplined, educators should not think that these parents are cruel or rejecting. Instead they should explain to the parents that although corporal punishment may be a good technique at home, it is against the policy of many schools to hit students.

84. For this reason Hispanic students may be much more willing and able to accept criticism, direction and discipline from educators with whom they have a close personal relationship.

85. Therefore educators should not maintain an impersonal, objective, aloof or distant relationship with Hispanic students.

86. Hispanics tend to show affection and acceptance through touching. Friends are likely to kiss when they meet. Males are likely to hug each other or pat each other on the back as well as shake hands. And it is not unusual for people to hold others by the arm or place their hands on their shoulders when conversing.

87. Therefore educators should utilize physical contact when expressing approval and acceptance of their Hispanic students especially the young ones.

88. Hispanics are expected to be sensitive to the needs, feelings and desires of others so that it is unnecessary for others to be embarrassed by asking for help or understanding or to be left alone.

89. Males especially may rely on the sensitivity of others and express their needs only in indirect and subtle ways.

90. Therefore educators should be tuned into these subtle expressions of need. They should not assume that because Hispanic students have not expressed a need for help or understanding in a direct and forthright manner they do not need special attention or consideration.

91. Hispanics, especially males, tend not to admit to not knowing something or being unable to do something.

92. Therefore educators should not assume that Hispanic students who have not said that they do not understand something or cannot do something or have not asked for help actually understand their lessons and can do their assignments without help. Rather educators should be sensitive to the subtle clues which indicate that they are in need.

93. Therefore educators should not assume that Hispanic students who do not "own up to" their errors, mistakes and wrong doings are either unaware of them or too rebellious and recalcitrant to admit them and apologize for them.

94. Therefore educators should not shame Hispanic students by requiring them to make verbal acknowledgements of their mistakes and wrong doings in ways which are culturally unacceptable to them.

95. Hispanics are less likely to state their disagreement with others or their unwillingness to do what others ask or expect from them. This is especially true of children and adolescents who are taught to respect their elders.

96. Therefore educators should not assume that because Hispanic students have verbally acquiesced to their expectations or demands they either agree with them or plan to carry them out. Instead, educators should take into consideration the vast array of non-verbal communications that some Hispanic students use to express their disinclination or disagreement.

97. Many Hispanic youth are faced with the necessity of surviving in two cultures - the Latino culture at home and in the community and the Anglo culture at school. When they find that they can neither be "All American" or "Todo Latino" they may identify with a youth culture like the Low Riders, Vatos Locos, or Guardian Angels. This may lead them to dress, speak and walk differently than the other students in school.

98. Educators who are unaware of the value of this kind of group identity may mistakenly believe that these youth are delinquent or dangerous.

99. Therefore educators should not be threatened by such behavior.

Effects of Prejudice and Stereotyping

100. Educators should not evaluate Hispanic behavior patterns which are different than what they are accustomed to in such terms as right and wrong, good and bad, or acceptable and unacceptable. Such conceptualizations are prejudicial and can lead to biased classroom management procedures. Instead they should evaluate these behaviors in terms of such concepts as same and different or efficient and inefficient.

ASSESSMENT

General Principles

101. Some Hispanics come from countries where students are seldom assessed individually as they are in the United States. The strangeness and unfamiliarity of this situation may make Hispanic students anxious to the point that their anxiety interferes with their ability to demonstrate their achievement and potential.

102. Therefore assessors should make special efforts to set Hispanic students at ease prior to and during assessment. If, despite these attempts, Hispanic students demonstrate high levels of anxiety, the results of their assessments should be invalidated.

103. The Hispanic culture fosters a close personal interdependence among family members and close friends. Children especially are encouraged to rely on the help, support and opinions of adults in the extended family.

104. As a result some Hispanic students perform better on tests when they receive immediate feedback about the results of their attempts and when they experience assessors as involved and supportive.

105. Therefore when evaluating Hispanic students, assessors should maintain an involved and supportive posture rather than a detached or objective posture with them.

106. Because Hispanics tend to feel that it reflects negatively on their self worth to admit that they do not know something or cannot do something, Hispanic students who are less accustomed to asking questions and expressing doubts and confusions may not admit that they do not understand directions or items included in assessment procedures.

107. Therefore assessors should actively determine that Hispanic students understand the directions and the items utilized to assess them and encourage them to ask questions when they do not.

108. The Hispanic culture does not expose Hispanic students to many of the items on standardized tests. Thus many tests which claim to measure other things when used with Hispanic students measure the extent of their exposure to the dominant culture instead.

109. Therefore Hispanic students should not be assessed using standardized instruments which contain items to which they have not been exposed unless the purpose of the procedure is to measure their exposure to these items.

110. Therefore assessors should function as advocates for Hispanic students against the use of such tests. They should explain why standardized tests are biased against Hispanic students, encourage the development of local or regional norms especially in regard to cultural, linguistic and socio-economic variables and suggest the use of criterion reference tests and informal observation whenever possible.

111. Therefore assessors should keep in mind that culturally determined test taking styles, etc., of Hispanic students are not right or wrong, good or bad, acceptable or unacceptable when compared to those expected of students acculturated to the Anglo culture, but only the same or differe And they should avoid using these prejudicial concepts when interpreting the results of their assessments of Hispanic students.

112. Because some Hispanic students may start school without the English language skills required for them to profit from instruction in English, assessors should determine whether Spanish speaking Hispanic students are fluent enough to be taught in English, English and Spanish, or Spanish only.

113. Because Hispanic students who have been exposed to some oral English before starting school may be more fluent in oral English than written English especially during their first few years in school, assessors should administer both oral and written forms of language tests especially when they want to evaluate the English fluency of Hispanic students.

114. Hispanics may use words and expressions in ways which are different than the way they are used in the Anglo culture and vice versa. For example, Hispanics are accustomed to address people as doctor, ingeniero, and maestro as a sign of respect. However when Hispanic students do the same thing in English and address their teachers as teacher, Anglo teachers may interpret it as disrespect. Likewise Hispanics may address each other using such terms as gordo and flaco as signs of affection. However when Anglos are addressed as fatty and skinny they often interpret it as the opposite of affection.

115. Therefore assessors should determine not only the extent of students' English vocabularies but the extent to which they are able to use their English words in culturally appropriate ways.

116. Hispanic non-verbal communication (body language) is different in very many ways from that used by Anglos. For example when Hispanic students lower their eyes and bow their heads when being reprimanded, they are communicating respect for their elders. However when Anglos assume the same posture, they may be communicating admission of guilt and willingness to accept their punishment.

117. Therefore assessors should determine whether Hispanic students are fluent in the use of appropriate English non-verbal communication.

Effects of Bilingualism on Assessment

118. Some Hispanic students may have developed two vocabularies. They may be dominant or proficient in English for information and experiences that pertain to school and education and dominant or proficient in Spanish for information which relates to home and community.

119. Therefore assessors may have to utilize both English and Spanish language procedures to determine the full extent of some Hispanic students' verbal ability.

120. Because Spanish words and concepts do not translate into English and vice versa, assessors should avoid using items on literal translations of English language tests which lose their meaning in the translations.

121. Hispanics speak many Spanish dialects because:
a) There are significant differences in the Spanish spoken in the various Latin American countries;
b) Latin Americans from different countries tend to relocate within specific regions in the United States, i.e., Cubans in Florida, Puerto Ricans in the North East, Mexicans in the South West, etc.;
c) In some regions, i.e., Texas, Hispanics speak a dialect of Spanish which includes many English words (Tex Mex).

122. Therefore, when assessing language dominance, assessors should select instruments which utilize the dialect spoken by the student and which provide appropriate regional norms.

123. Therefore, when assessing the knowledge, etc., of Spanish speaking students with Spanish language instruments, assessors should determine which errors are due to dialect differences rather than lack of the knowledge, achievement, aptitude, etc., being tested.

Assessment of Achievement

124. The Hispanic community's priorities and goals for the education of their children are different from those of the Anglo community in many significant ways. Among other things, these differences affect the content of the academic curriculum, the values taught by the school and the pace at which students are expected to progress.

125. As a result the contents of standardized achievement tests which are designed to reflect what is being taught in the average school at a particular grade level may not reflect what is being taught in schools and classes in which the curriculum is relevant to the needs and desires of Hispanic communities.

126. Therefore assessors should utilize criteria reference tests which include items from curricula which are culturally relevant to Hispanic students to assess their achievement.

127. Since Hispanic students may be dominant or proficient in English for information related to school and in Spanish for information related to non-school areas or they may utilize a combination of English and Spanish (Tex Mex) a mono-lingual assessment may not reveal the complete extent of their knowledge.

128. Therefore assessors should assess the achievement of bilingual Hispanic students in both English and Spanish.

129. Since Hispanic students may be more fluent in oral than written English and Spanish, written tests may not reveal the full extent of Hispanic students' knowledge, especially during the first few years of their exposure to school.

130. Therefore assessors should utilize both oral and written procedures when assessing the achievement of bilingual Hispanic students.

131. Assessors' evaluation of bilingual Hispanic students' responses on achievement tests should never be influenced by the correctness of the grammar, spelling, etc., they use to express themselves unless the test is specifically designed to measure English language skills.

Assessment of Cognitive and Learning Styles

132. Hispanic students tend to have cognitive and learning styles which may be different from the teaching styles of their teachers. These differences rather than supposed intellectual deficiencies, learning disabilities, etc., may account for the school related problems of many Hispanic students.

133. Therefore an evaluation of the learning styles of Hispanic students should be included when such students are demonstrating academic or behavioral problems in school. This evaluation will enable the assessors to determine whether these teachers' teaching styles match their students' learning and cognitive styles.

134. Therefore Hispanic students should not be mislabeled learning disabled, etc., when the cause of their poor achievement is due to a mismatch between their cognitive learning styles and their teachers' teaching styles.

Assessment of Learning Potential (Intelligence)

135. hispanic students may not be able to demonstrate what they have learned or what they can do on tests which:
- are not in their native language;
- are timed;
- contain items to which they have not been exposed;
- are too thing rather than people-oriented;
- do not allow for feedback from the assessor.

136. Many tests attempt to determine learning potential (intelligence) by measuring achievement. The rationale of this approach is that differences in achievement on such tests reflect differences in potential. However tests and other evaluative procedures which do not permit Hispanic students to demonstrate what they have achieved or can do for the reasons mentioned above provide a biased indication of their potential.

137. Hispanic students who are not accustomed to taking individualized tests may become too anxious and insecure during the evaluation to demonstrate their knowledge and achievement. As a result assessment procedures may not give a true indication of these Hispanic students' potential.

138. Therefore assessors should use formal assessment procedures with such students but only as part of a complete and thorough battery of procedures.

Assessment of Emotional and Behavior Problems

139. The Hispanic culture requires good students to be passive learners - to sit quietly at their desks, pay attention, learn what they are taught and speak only when they are called upon. Anglo educational methods often require students to be active students - to show iniative and leadership, to volunteer questions and answers, and to question the opinions of others.

140. Hispanic students who cannot assume this more active role may be incorrectly perceived as insecure, shy, or excessively passive.

141. Hispanic students who are trained to be dependent upon the opinions, values, and decisions of adults may seem to Anglo assessors to be overly dependent, immature, or even slow.

142. Hispanic students who are brought up to be cooperative rather than competitive in their relationships with their peers may be seen by Anglo assessors as too passive and non-assertive.

143. Hispanics who are not necessarily expected to admit responsibility or apologize when they have made a mistake or wronged another person may resist doing so especially in front of their peers. Anglo teachers may misperceive their unwillingness as recalcitrance, stubbornness, or defiant behavior.

144. Hispanic students are used to close personal relationships and physical contact with adults. When they seek this close physical contact in the primary grades, they may appear to be overly dependent on their Anglo teachers. When they exhibit the same behavior as teenagers, they may appear to be sexually aggressive.

145. Hispanic students who help each other when they are called on, during examinations, or with their homework may be perceived to be cheating rather than cooperating by persons who are unfamiliar with the Hispanic culture.

146. Cultural conflicts between Hispanic and Anglo expectations for children and adolescents may cause identity problems for Hispanic youth. Some Hispanic youth may resolve these identity crises by adopting exaggerated behavior patterns (such as those typical of Vatos Locos, Low Riders, etc.) which are designed to express their individuality. When students demonstrate these behavior patterns in school they may threaten Anglo teachers and administrators who may think that these Hispanic youth have emotional or behavioral problems.

147. Therefore assessors should distinguish between the previously mentioned culturally determined acceptable ways of behaving in school and others which may indicate emotional or behavioral problems.

Effects of Prejudice, Bias and Stereotyping

148. Hispanic students who are experiencing failure or frustration in school because of mismatches between their cognitive and learning styles and the teaching styles of their teachers, lack of culturally relevant material in the curriculum, instruction in their non-dominant language, etc., may react to this frustration and failure by loss of interest, withdrawal, resignation, anxiety, rebelliousness, etc. These emotional and behavioral problems are the result of, not the cause of these students' difficulties in school.

149. Hispanic students who are required to compete against their will, criticized in front of their peers, denied the dependent relationship they are accustomed to have with adults, etc., may feel rejected, abused or picked upon by their teachers. They may become insecure and anxious. They may rebel against such treatment or withdraw from further attempts to succeed in school or relate to their teachers. In such cases these emotional and behavioral problems are the result of, not the cause of these students' difficulties in school.

150. Therefore assessors should distinguish between Hispanic students who have intrinsic emotional and behavioral problems which interfere with their adjustment to schools and those whose emotional and behavioral problems are caused by culturally and linguistically inappropriate school experiences.

COUNSELING PARENTS

General Principles

151. Many Hispanics come from cultures which emphasize respect for authority. This is especially true of those whose families have not been a part of the power structure. They are generally used to being told what is right by government officials, priests, educators, etc., and to obey.

152. Coming from countries where citizens are expected not to question the law but to trust in the authorities, they may have difficulty participating in the educational decision making process as described by PL 94-142. Unaccustomed to the concept of parents' rights in general and unaware of their specific rights under the law, it may be difficult to fulfill the role ascribed to them by PL 94-142, especially when it is in their children's best interest that they demand that school systems respect their rights or those of their children.

153. In the counseling situation, where counsellees are supposed to assume responsibility for the outcomes or decisions this attitude will make the process more difficult. Out of respect for teachers and school authorities, parents may accept imposed decisions rather than exercise their rights or act out their disagreement.

154. Therefore counselors should emphasize their role as partners rather than authorities in the counseling process. They should make an effort to encourage parents to participate fully. Counselors should emphasize the role of receiving, accepting, understanding, clarifying, and supporting; they should avoid manipulating, commanding, or otherwise taking advantage of the clients' tendency to "go along with" counselors out of respect for their authority alone rather than a personal committment to change.

155. Therefore counselors should inform Hispanic parents of their rights and responsibilities and those of their children and prepare, train and encourage them to exercise these rights and responsibilities during the educational decision making process.

156. Because of their respect for authority and their previous educational experiences, some Hispanics may express agreement with the decisions made about their children during counseling sessions, individualized education planning meetings, etc., when they do not understand the decisions or disagree with them.

157. Therefore counselors should encourage Hispanic parents to ask questions when they do not understand and express their opinions when they disagree. Moreover, counselors should not interpret polite acquiescence on the part of Hispanic parents to mean that they truly agree with what they have merely acquiesced to.

158. Some Hispanic parents come from cultures where they are taught to be wary of signing documents. When they are asked to sign forms necessary for the evaluation of their children or the provision of special education services, they may be reluctant to do so.

159. Therefore counselors should inform these Hispanic parents about the need for the evaluation and services and relate to them in ways which earn their trust. This can best be accomplished by understanding their special needs and relating to them as advocates rather than adversaries.

160. The family is the most valued institution in the Hispanic culture. The individual owes his primary loyalties to the family. When one has a family, one is never alone or without help in time of need.

161. Therefore counselors should be aware that a sense of responsibility to their family might cause Hispanics to change their behavior when they otherwise would not do so. When appropriate, counselors should appeal to their counsellees' sense of responsibility to their family in order to motivate them to change their behavior.

162. Therefore counselors should be aware that the family may provide more support to a Hispanic counsellee in need of support than the counselor is able to offer. And counselors should enlist the family's assistance when necessary.

163. Therefore counselors should consider the possibility that group counseling which might include representatives of both the immediate and extended families could prove more effective than merely meeting with one or both of the parents.

164. In traditional Hispanic families the male and female roles are very distinct. Among other differences the father tends to function as the authority and decision-maker while the mother is the nuturer and comforter.

165. Therefore counselors may find that who they see makes a big difference. If they want authority, they may want to counsel the father. If they want supportive treatment for a child, they may want to counsel the mother.

166. Hispanics who are accustomed to seeking the help of family members with their personal problems may not feel the need to discuss things with strangers regardless of their professional qualifications.

167. They may even experience the counseling process as an invasion of their privacy by a stranger.

168. Therefore counselors should spend a great deal of time building rapport and establishing trust, etc., before getting to the heart of the matter.

169. Since Hispanic parents who do not perceive a need to speak to professional counselors will not seek out their services, counselors cannot wait passively for the initial contact to be initiated by them. Instead they should actively offer their services, keeping in mind the importance of developing rapport and establishing trust before beginning to deal with important issues.

170. Because one of the ways in which Hispanics demonstrate their respect for each other is through the maintenance of certain formal conventions like the use of the formal usted rather than the informal tu in conversation, Hispanics may mistake an Anglo's less formal approach to interpersonal relationships as a sign of disrespect.

171. Therefore counselors should respect the cultural expectations of the Hispanic parents with whom they work by maintaining a formal relationship with them until the parents indicate otherwise.

172. Therefore when counselors believe that it is necessary to put such parents at ease, to relax them, make the situation seem less formidible, etc., they should not use informality in their relationships as a technique. Such an unfamiliar unexpected relationship may make Hispanic parents even more uncomfortable and uneasy in the situation.

173. Hispanics maintain less physical distance between themselves when conversing than do Anglos.

174. Therefore counselors who are not accustomed to being in such close proximity to others when they speak may be tempted to increase the distance between themselves and the Hispanic parents they are counseling by sitting behind a desk, etc. However, counselors should allow their Hispanic counsellees to determine the distance between them in order to make their counsellees more comfortable in the counseling session.

175. The Hispanic concept of punctuality is different than that of the Anglo. As a result Hispanic parents may not arrive "on time" for meetings and counseling sessions when "on time" is defined in Anglo terms.

176. Therefore counselors should neither assume Hispanic parents will arrive promptly for meetings nor interpret their lateness to be a sign of resistance to or disinterest in the counseling process.

177. Among Hispanics, conducting business or meetings in general is somewhat of a social affair. Digressions from the topic at hand make for a more personal, relaxed atmosphere. Counselors who have an Anglo "let's get down to business" or "let's stick to the point" approach may misperceive these digressions as avoidance or resistance.

178. Therefore when counseling Hispanic parents, counselors should not immediately call the parents back to the issue or point at hand.

179. Therefore when counseling Hispanic parents counselors should plan for sufficient time to accomplish their goals even if it takes more time or many more sessions.

180. One area in which Anglos and Hispanics are likely to be markedly disparate is the area of manners, courtesy, interpersonal relations. Anglos are taught to value openness, frankness, and directness. They are much more likely to express themselves simply, briefly, and frequently bluntly. The traditional Hispanic approach requires the use of much diplomacy and tactfulness when communicating with another individual. Hispanics often find themselves in difficulty if they disagree with an Anglo's point of view. To them, direct argument or contradiction appears rude and disrespectful. On the surface they may seem agreeable, manners dictating that they not reveal their genuine opinion openly unless they can take time to tactfully differ.

181. Therefore counselors should read between the lines for hints of disagreement, reluctance, etc., on the part of the Hispanic parents whom they counsel.

182. Therefore counselors should allow enough time during their sessions so that parents may tactfully express their true ideas and opinions.

183. Hispanics who are affected by cultural pluralism may have difficulty resolving the conflicting cultural pressures and demands. Those who assimilate or acculturate rapidly may experience less pressure than those who try to either maintain their original culture or satisfy both cultures.

184. Like many other people with roots in more than one country or culture, Hispanics have many alternative ways of viewing who they are. They may identify with the country and culture in which they or their families originated and conceive of themselves as Spaniards, Mexicans, Puerto Ricans, Cubans, Chileans, etc. They may identify with both their original and current cultures and think of themselves as Cuban-Americans, Puerto Rican-Americans, Mexican-Americans, Chicanos, Spanish-Americans, etc. Or they may identify themselves solely in terms of their current residence and consider themselves to be Americans.

185. Therefore counselors should be aware of the cultural and national terms within which Hispanic parents define themselves and they should address the parents appropriately.

186. Therefore knowing how Hispanic parents have resolved their cultural conflicts may provide counselors important information about how to relate to them, what techniques to use with them and what kinds of solutions they will be able to accept for their problems with their children.

187. Hispanics have a sense of belonging to a community (La Raza) which is very distinct from the dominant culture. When programs are developed for them by Anglos at the national, state, or even local level without their input and participation, they may experience them as irrelevant and unresponsive to their needs and may not utilize their services.

188. Therefore counselors should actively encourage the participation of the Hispanic community in the planning and implementation of programs.

189. Hispanics are proud and self-reliant. When they need assistance they tend to go to their families rather than public agencies for support. Many of them come from countries where public welfare type programs are virtually non-existent. Because of their pride and previous experience, they may be reluctant to accept free services for themselves or their children from public agencies.

190. Therefore counselors should be sensitive to this possibility and when necessary assure these parents that they are entitled to these services, have paid indirectly for them and in no way is it demeaning to accept them.

191. Because many Hispanic parents are not fluent in English, counselors should not assume that the Hispanic parents of bilingual students are also bilingual. Since these parents are unable to participate in counseling meetings and other school activities when only English is spoken, communication in the form of notices, etc., should be sent to the homes in Spanish as well as English and counseling sessions, meetings, and conferences should be conducted in Spanish if possible or a Spanish-speaking interpreter should be utilized.

192. Many Hispanic parents who have learned English as a second language have not been exposed to the educational jargon used by educators and other school officials. As a result when jargon is used they may misunderstand what is being communicated or they may decide to avoid contact with the school altogether.

193. Therefore counselors should avoid using educational jargon when communicating with Hispanic parents.

194. Some Hispanics may communicate their opinions and attitudes in a less direct way. For example, parents who remark that maybe it would be better if their children went back to Mexico or Puerto Rico may be expressing frustration, not threats to the school. And parents who say "you are the expert, what do you want me to do?" may be showing respect towards the school personnel and not necessarily relinquishing their responsibility.

195. Therefore counselors should be interpreting what Hispanic parents mean by reading between the lines, taking cultural norms into consideration and being aware of colloquialisms.

Counseling Parents of the Handicapped

Attitudes Toward the Handicapped

196. "Haga uno lo que haga todo es lo que Dios quiere" (do what we will, everything is in the hands of God) is a saying that sums up the fatalistic philosophy of many Hispanics. Believing that God rather than man controls the events of their lives, many Hispanics try to accept and appreciate what Anglos try to control and overcome. This may make it difficult for some Hispanics to believe that their handicapped children can be helped.

197. Therefore when counseling Hispanic parents who have such fatalistic attitudes toward their handicapped children, counselors should be respectful and tread lightly on their beliefs about what <u>should</u> be done to help their handicapped children. At the same time counselors should make every effort to inform these parents about what <u>could</u> be done to help these children. When the parents are aware of what could be done they may be more able to change their attitudes about doing it.

198. Hispanic parents who believe that their children's handicaps arethe will of God tend to be more accepting and protective of their children who are seen as "los benditos de Dios".

199. Therefore when counseling such parents counselors should capitalize on their positive attitudes toward their children's difficulties.

Attitudes Toward Special Education

200. Some Hispanic parents may come from countries where disabled children do not receive special education. Thus they may not seek such services for their children. This may be especially true of early stimulation and intervention.

201. Some Hispanic parents may come from countries where many of the disabled fulfill acceptable community roles without special education. This may be especially true of rural agricultural areas. As a result some Hispanic parents may think that special services beyond medical treatment are unnecessary.

202. Because of the limited training the disabled receive in these countries, some Hispanics may not be aware of the disabled's potential for learning with appropriate special education services.

203. Because of their educational experiences in their native countries, some Hispanic parents are unaware of the existence of some of the learning handicaps which require special educational services in the United States. They may ask themselves, if the schools in their native countries never noticed such things, why is their child's school blaming their child's difficulty on something they have neither heard of before nor observed in their child at home? This may lead them to reject both the diagnosis and the services offered to their child.

204. Therefore counselors should educate Hispanic parents about both their children's special needs and the ways special educational services can provide for these needs.

205. Therefore counselors should actively seek out or search for disabled children in need of services within the His panic community.

206. Therefore counselors should educate the Hispanic community regarding the needs and potential of disabled children and the importance of early intervention.

Attitudes Toward Counseling Techniques

207. In comparison to Anglos, Hispanics are more likely to believe that behavior is controlled on a conscious level through will power rather than unconscious intra-psychic motivation.

208. As a result, some Hispanic parents may believe that their children's misconduct or learning problems are caused by laziness and stubbornness rather than be emotional, psychological or neurological problems beyond their control.

209. Therefore, when necessary, counselors should educate Hispanic parents regarding the true cause of their children's problems in school so that they will understand why their children would benefit from appropriate special education services.

210. When the difficulties of handicapped children are caused by or aggravated by emotional problems or unconscious conflicts, educators should explain these facts to their parents. And they should explain why the children are unable rather than unwilling to fulfill the expectations their parents and others have for them. When the parents have accepted these explanations counselors can suggest non-behavioral techniques to the parents.

211. Therefore if Hispanic parents resist or reject counselors' suggestions that their children's behavior or their own behavior is based on unconscious motivation, counselors should distinguish when this resistance is based on cultural beliefs rather than defensive reactions and proceed accordingly.

212. Believing that behavior is subject to conscious control, Hispanic parents are more likely to utilize behavior modification techniques in order to control their children's behavior than techniques which are designed to change their children's dynamics or resolve their problems.

213. Hispanics tend to utilize corporal punishment more and deprivation of love and affection less when disciplining their children. Thus when counselors report that the school is having difficulty with their children, some Hispanics may respond that they will hit them.

214. Therefore if this occurs, counselors should respond by saying something like, "thank you for your support. I agree with you that we need to be very firm. At home parents can hit their children if they wish. However in school we have to use other means of disciplining them."

215. Therefore counselors who disagree with the use of corporal punishment should not criticize Hispanic parents who use it nor perceive them to be ineffective or abuseive parents because they hit their children.

216. Believing that behavior is consciously controlled, Hispanic parents tend to view their children's behavior as a reflection on the family and their ability as parents. They may become defensive when their children's misbehavior is brought to their attention.

217. Therefore counselors should avoid presenting children's behavior problems to their parents in ways that will make them defensive.

218. Hispanics who believe that behavior is controlled on a conscious level may not have a great deal of faith in psychological counseling as a problem solving approach and are more likely than Anglos to resist the use of these approaches with their children or themselves.

219. They may believe that psychological counseling is only suitable for t very disturbed or crazy.

220. Therefore when working with such Hispanic parents, counselors should make referrals for psychological counseling using tact and compassion and other techniques so that it does not appear that they believe that either the parents or their children are crazy.

221. When Hispanic parents resist such referrals, counselors should determine when the resistance is due to cultural rather than psychological causes and act appropriately.

222. Some Hispanics believe that mental retardation, blindness, emotional problems, etc., can be caused by mal de ojo, brujeria, alcohol abuse, looking at the moon at the wrong time, etc.. As a result they may prefer to rely on prayer, curanderismo, herbs, brujas and other methods as ways of alleviating their children's difficulties rather than the services offered by the schools and other agencies.

223. Therefore while respecting the parents' beliefs and communicating this respect to the parents, counselors should attempt to persuade them to accept the services offered by educators, psychologists, doctors, social workers, etc., as well as the traditional herbalists curanderos, etc.

Effects of Limited Economic Resources and Limited Education

224. Hispanic families with limited economic resources in need of counseling are often in a double bind if counselors cannot be flexible in scheduling appointments and availability of services. Typically jobs which lower-economic people have are not flexible regarding work hours, absenteeism. etc. Parents often cannot leave work to attend daytime appointments. If counseling facilities are far from neighborhoods, parents often find it a hardship to arrange transportation, provide for babysitters, etc. Special treatments, counseling fees for private therapy, etc., are often impossible to include in the family budget. Time to attend regular counseling sessions, even if they are scheduled during non-working hours, is often not possible due to family obligations of housework, meal preparation, child care., Family priorities must often take precedence over attendance at school functions meetings, etc. Among poor families, the necessities of day to day existence such as trips to the grocery store or laundromat, emergency health needs, car trouble etc., are of primary importance.

225. Therefore counselors should adapt to the needs of these parents by seeking financial assistance for long term therapy, providing areas for children to play while parents attend counseling, and by being available informally at youth functions, etc.

226. Therefore counselors should offer to work with the family in its natural environment, at home rather than expecting the family to visit the school especially when it requires expenditures for car fare, babysitting or loss of time at work.

227. Hispanics who have serious economic problems often justifiably perceive the causes of their frustrations anger, etc., on the social and economic situation around them.

228. They may prefer concrete action on the part of counselors as opposed to talking in the resolution of their problems and concerns. They want action-oriented counselors who can be change agents, who will do their best to change the situation which is causing the problem rather than counselors who think they should adjust to or adapt to these conditions.

229. Therefore counselors should be advocates for Hispanic exceptional students and their parents. They should:

Inform school authorities and colle gues of discriminatory and prejudicial procedures, materials, etc., which are being utilized in the school and suggest specific ways of eliminating them;

Inform others of the needs of Hispanic exceptional students and suggest specific educational. economic and social services and changes and modifications in school procedures instructional methods, curriculum content and classroom management techniques which would help satisfy these needs;

Interpret the results of assessment procedures in ways that would made the results culturally and linguistically relevant;

Offer information regarding parental rights, create a format for parents to express their concerns on important issues relevant to their life styles, and assist them in obtaining the knowledge and skills needed to impact on the system.

230. Therefore counselors should not utilize the counseling relation ship as a vehicle to encourage Hispanic parents to change from their own cultural frame of reference to the reference of the majority or dominant culture at the expense of their own desires and identity even if counselors believe that it would be to the advantage of the parents or their children to do so.

Effects of Limited Economic Resources and Limited Education

231. Hispanics with limited education may have different concepts of what constitutes sufficient education.

232. Therefore counselors should ascertain the educational goals these parents have for their children and what they think is a good education and inform them of what is possible and necessary nowadays in the schools their children attend.

233. Hispanics who have had little education may lack information about special education, mental health and counseling services.

234. Therefore when working with these Hispanics counselors should be prepared to spend a great deal of time providing information and answering questions about concepts and ideas which well-educated persons are familiar with.

235. Counselors should be aware that although these parents may want to help their children, because of their own lack of experience and education they may be unable to provide the assistance that many other parents can provide, for example, helping their children with their homework.

236. At times there may be significant differences between the parents' values and those of the school, e.g., parents may feel it is more important that a daughter help out at home or a son earn money than attend school. At such times these parents may feel that the school system is interfering in their lives or even trying to take control of their children.

237. Therefore when these conflicts exist counselors should respect the values of the parents. Instead of trying to change them, counselors should provide the parents with the additional information necessary for the parents to evaluate whether their values are appropriate for their current situation. Then they should abide by the parents' wishes to the extent that it is legally possible to do so.

238. Therefore while acknowledging that the parents' values might have been valid for their situations, counselors should inform them their children live in other circumstances and require other values.

Effects of Prejudice and Stereotyping

239. Some Hispanics have lost their trust and respect for Anglo institutions because of the prejudicial treatment they have received from employers, landlords, real estate agents, neighbors welfare case workers, indifferent school officials, etc. This lack of trust may extend to counselors even when counselors do not merit such mistrust.

240. These Hispanic parents may also assume that counselors share the prevalent stereotype of Hispanics, such as they are disinterested in their children's school performance, lazy, stupid, dishonest, procrastinators, etc.

241. Those dependent on social welfare programs and undocumented aliens may be unwilling to confide in counselors for fear that the information might be used against them.

242. Because of previous misplacement of non-handicapped Hispanic children in special education programs, many parents are now suspicious of such placements for their children even when they are appropriate.

243. Thus while in the past a simple statement of the problem in school would be enough to gain the support of many Hispanic parents, nowadays many Hispanic parents are justifiably suspicious of school personnel.

244. Therefore counselors should try to empathize with the feelings of distrust of these parents. They should educate themselves about the extent of discrimination against Hispanics in the United States.

245. Therefore counselors should act as advocates for Hispanic parents when they are confronted by discrimination.

246. Therefore counselors should build bridges to the Hispanic community on a daily basis rather than to wait until crises develop and there are problems to be solved and issues to be resolved before contacting the community. In this way they will already have established relationships of mutual respect, understanding and confidence on which to base their counseling relationships when the necessity arises.

247. Therefore counselors should point out to members of the dominant culture as well as the Hispanics with whom they work that respect and acceptance of other cultures and values is part of living in the United States.

248. Therefore counselors should attempt to correct stereotypes and myths about Hispanics.

249. Therefore counselors should explain that Hispanics are culturally different not culturally deprived.

APPENDIX C

Frequencies of the Responses of the Hispanics and Non-Hispanics to the 249 Items on which Hispanics Reached a Consensus.

	HISPANICS			NON HISPANICS		
	General Agreement	Insufficient Experience	General Disagreement	General Agreement	Insufficient Information	General Disagreement
1	90.1	2.4	7.5	93.1	4.0	2.9
2	89.0	3.1	7.9	88.4	7.6	4.1
3	80.1	8.6	11.3	71.7	19.7	8.7
4	74.7	9.9	15.4	71.5	18.0	10.5
5	84.2	5.1	10.6	84.4	11.0	4.6
6	94.8	.7	4.5	88.4	6.4	5.2
7	86.6	3.1	10.3	77.3	12.2	10.5
8	92.1	3.4	4.5	68.4	15.7	15.7
9	80.1	5.8	14.1	59.5	17.9	22.5
10	72.0	7.2	20.8	72.8	19.0	8.2
11	81.0	6.9	12.1	80.2	12.2	7.6
12	93.1	2.7	4.1	86.6	9.3	4.1
13	90.4	4.8	4.8	90.8	4.0	5.2
14	74.9	3.4	21.6	68.6	15.6	15.6
15	75.5	3.8	20.7	89.0	6.4	4.6
16	80.6	5.5	13.8	59.9	17.4	22.7
17	94.5	1.7	3.8	87.2	5.8	7.0
18	91.4	1.7	6.9	89.6	5.8	4.6
19	82.5	6.2	11.3	82.0	7.6	10.5
20	70.5	5.9	23.6	77.9	7.0	15.1
21	83.4	4.8	11.8	89.6	4.0	6.4
22	89.7	2.4	7.9	85.0	10.4	4.6
23	93.8	1.7	4.5	97.1	1.7	1.2
24	91.1	2.4	6.5	90.1	2.3	7.6
25	90.0	2.4	7.6	87.9	4.0	8.1
26	80.8	4.5	14.8	77.5	8.1	14.5
27	91.8	5.2	3.1	90.1	7.6	2.3
28	92.1	4.1	3.8	93.6	4.1	2.3
29	90.4	6.2	3.4	91.3	3.5	5.2
30	73.9	11.7	14.4	61.6	16.3	22.1
31	70.9	15.2	13.8	69.2	20.9	9.9
32	74.9	11.7	13.4	64.5	24.4	11.0
33	90.7	4.2	5.2	90.8	5.8	3.5
34	86.1	4.9	9.1	88.5	8.7	5.8
35	85.8	5.2	9.0	84.3	5.2	10.5
36	97.9	.3	1.7	86.1	9.2	4.6
37	86.9	4.5	8.6	61.3	23.7	15.0
38	72.4	7.6	20.0	60.5	22.1	17.4
39	87.6	3.4	9.0	86.1	11.0	2.9
40	73.3	8.3	18.4	62.2	19.8	18.0

APPENDIX C
(continued)

	HISPANICS			NON HISPANICS		
	General Agreement	Insufficient Experience	General Disagreement	General Agreement	Insufficient Information	General Disagreement
41	89.2	4.2	6.6	81.4	11.6	7.0
42	90.7	7.4	6.9	85.5	7.5	6.9
43	89.6	5.4	5.0	91.9	4.3	3.7
44	83.2	3.8	13.3	75.0	18.0	7.0
45	79.3	6.6	14.1	75.6	15.1	9.3
46	76.6	7.2	16.2	77.9	11.6	10.5
47	82.4	6.9	10.7	74.4	14.5	11.0
48	80.6	5.9	13.5	69.8	14.5	15.7
49	72.7	7.6	19.7	57.0	21.5	21.5
50	75.5	11.7	12.8	61.8	28.9	9.2
51	74.8	12.8	12.4	67.6	23.7	8.7
52	73.9	7.6	18.6	76.3	13.9	9.8
53	81.4	5.2	13.4	66.5	19.1	14.5
54	72.5	6.2	21.3	74.6	15.0	10.4
55	76.2	10.0	13.8	50.3	29.5	20.2
56	71.8	5.2	23.0	61.3	24.3	14.5
57	88.0	3.2	8.8	87.0	7.1	5.9
58	72.0	7.2	20.8	72.8	19.0	8.2
59	84.6	4.6	10.7	87.5	7.5	5.0
60	88.9	1.0	10.1	90.1	2.9	7.0
61	87.9	3.8	8.3	94.1	1.8	4.1
62	73.4	7.3	19.2	74.1	11.2	14.7
63	71.2	6.6	22.2	74.1	11.2	14.7
64	83.7	6.9	9.4	71.5	10.5	18.0
65	86.8	3.1	10.1	87.8	4.1	8.1
66	95.9	1.0	3.1	95.9	2.3	1.8
67	88.8	3.2	8.1	88.0	9.5	2.5
68	81.7	7.9	10.4	72.8	15.0	12.2
69	76.7	6.1	17.2	75.2	8.7	16.1
70	77.6	6.1	16.2	62.6	12.9	24.5
71	87.9	5.9	6.2	66.7	26.9	6.4
72	74.3	9.7	16.0	60.8	29.2	9.9
73	83.1	8.6	8.3	87.0	9.3	3.7
74	90.7	3.8	5.5	79.4	15.3	5.3
75	90.0	3.5	6.6	88.2	10.0	1.8
76	97.9	1.0	1.0	97.7	1.2	1.2
77	87.5	3.1	9.3	90.6	5.3	4.1
78	87.6	2.4	10.0	85.5	5.2	9.3
79	75.5	12.9	11.5	64.5	29.6	5.9
80	75.4	12.3	12.3	70.3	19.8	9.9
81	83.8	6.9	9.3	65.7	25.6	8.7
82	86.5	8.0	5.5	64.9	29.2	5.8
83	93.0	2.1	4.9	85.1	9.5	5.4
84	75.7	12.7	11.6	69.0	25.1	5.8
85	74.8	7.9	17.2	72.5	17.5	9.9
86	92.8	1.7	5.5	90.0	7.1	2.9
87	79.3	4.1	16.6	81.8	10.6	7.6
88	75.3	12.2	12.5	49.4	38.8	11.8
89	78.8	11.8	9.4	58.0	32.5	9.5
90	92.7	3.5	3.8	85.8	11.2	3.0
91	73.1	11.2	15.7	69.8	20.3	9.9
92	88.9	4.5	6.6	88.3	7.6	4.1
93	66.8	12.1	21.1	64.7	22.9	12.4

	HISPANICS			NON HISPANICS		
	General Agreement	Insufficient Experience	General Disagreement	General Agreement	Insufficient Information	General Disagreement
94	70.5	8.0	21.5	67.3	18.7	14.0
95	82.4	7.7	9.9	74.0	20.1	5.9
96	85.4	6.6	8.3	81.8	12.4	5.9
97	74.7	9.3	15.9	81.7	12.4	5.9
98	87.2	5.9	6.9	85.5	7.5	6.9
99	76.7	8.3	14.9	61.8	22.5	15.6
100	85.0	7.3	7.7	87.3	8.1	4.6
101	71.0	18.5	10.5	69.9	25.4	4.6
102	67.6	12.9	19.5	77.5	10.4	12.1
103	92.7	2.1	5.2	85.0	12.7	2.3
104	83.7	10.2	6.0	77.5	17.3	5.2
105	80.1	9.1	10.8	77.5	16.2	6.4
106	87.4	4.9	7.7	74.9	15.8	9.4
107	90.9	3.9	5.3	89.0	8.7	2.3
108	85.5	8.9	5.7	88.4	9.3	2.3
109	81.5	7.3	11.2	81.4	12.2	6.4
110	81.8	6.3	11.9	85.4	7.6	7.0
111	90.1	6.3	3.5	92.4	5.3	2.3
112	94.1	2.8	3.1	94.8	4.1	1.2
113	95.1	1.4	3.5	95.3	1.8	2.9
114	94.7	2.1	3.2	88.4	11.0	.6
115	94.4	1.4	4.2	93.6	4.1	2.3
116	90.2	4.5	5.2	83.6	14.6	1.8
117	84.3	6.3	9.4	81.3	10.5	8.2
118	95.4	2.1	2.5	95.9	4.1	0
119	94.8	2.4	2.8	96.5	1.8	1.8
120	92.4	2.4	5.2	95.9	2.3	1.8
121	90.9	4.9	4.3	71.2	23.5	5.4
122	86.4	3.1	10.5	84.1	8.2	7.6
123	91.9	2.5	5.6	94.2	2.9	2.9
124	75.9	8.7	15.4	67.3	21.1	11.7
125	86.7	7.4	6.0	78.5	15.1	6.4
126	84.3	7.3	8.4	85.4	7.6	7.0
127	90.2	2.8	7.0	92.4	4.7	2.9
128	91.3	2.1	6.6	93.6	3.5	2.9
129	91.6	2.4	5.9	96.0	2.3	1.7
130	94.8	.7	4.5	93.1	4.6	2.3
131	79.8	5.9	14.3	73.1	12.9	14.0
132	84.2	9.2	6.7	78.8	13.5	7.6
133	85.4	7.0	7.7	84.2	10.5	5.3
134	88.5	6.3	5.2	86.5	10.0	3.5
135	82.0	11.7	6.4	85.2	7.7	7.1
136	89.0	6.7	4.2	87.0	7.7	5.3
137	86.3	6.0	7.7	75.6	14.5	9.9
138	82.6	10.1	7.2	85.1	10.6	4.3
139	83.1	3.2	13.7	79.3	17.2	3.6
140	86.0	3.5	10.5	84.8	11.7	3.5
141	88.8	3.1	8.0	82.5	11.1	6.4
142	89.9	1.7	8.4	76.5	13.5	10.0
143	82.3	8.1	9.5	77.6	16.5	5.9
144	66.9	13.7	19.4	63.2	25.1	11.7

	HISPANICS			NON HISPANICS		
	General Agreement	Insufficient Experience	General Disagreement	General Agreement	Insufficient Information	General Disagreement
145	81.6	9.2	9.2	81.9	12.3	5.8
146	86.5	5.7	7.8	82.0	12.8	5.2
147	91.2	3.9	4.9	90.6	8.2	1.2
148	93.7	3.2	3.2	87.1	9.9	2.9
149	90.5	4.2	5.3	85.5	11.0	3.5
150	94.4	2.1	3.5	91.3	6.4	2.3
151	87.6	6.0	6.4	85.4	11.1	3.5
152	84.9	8.1	7.0	81.9	14.0	4.1
153	86.3	7.0	6.7	85.3	11.2	3.5
154	95.4	2.5	2.1	94.7	4.1	1.2
155	97.5	1.8	.7	93.6	5.2	1.2
156	91.5	2.5	6.0	88.9	7.6	3.5
157	95.4	.7	3.9	94.2	4.1	1.7
158	79.1	8.9	12.1	65.1	27.3	7.6
159	93.7	2.1	4.2	94.1	5.3	.6
160	95.4	2.5	2.1	90.7	7.0	2.3
161	86.9	5.0	8.2	80.7	11.7	7.6
162	94.0	2.8	3.2	92.4	6.4	1.2
163	80.3	5.6	14.1	82.6	15.1	2.3
164	94.7	1.1	4.2	88.4	8.1	3.5
165	82.5	4.2	13.3	83.7	12.8	3.5
166	88.4	3.9	7.7	85.5	9.9	4.7
167	86.6	4.6	8.8	83.1	11.6	5.2
168	89.5	3.5	7.0	90.7	7.6	1.7
169	95.4	2.8	1.8	87.2	9.3	3.5
170	80.6	8.5	10.9	76.3	20.1	3.6
171	90.5	2.8	6.7	84.8	14.0	1.2
172	83.5	6.7	9.9	82.5	15.8	1.8
173	81.6	7.1	11.3	80.2	16.9	2.9
174	80.7	7.0	12.3	82.9	13.5	3.5
175	72.8	4.2	23.0	84.0	11.8	4.1
176	74.3	5.6	20.1	80.1	12.9	7.0
177	81.0	8.8	10.2	79.7	16.9	3.5
178	72.6	6.3	21.1	68.0	20.3	11.6
179	89.8	3.9	6.3	83.1	11.6	5.2
180	84.8	8.1	7.1	80.6	16.5	2.9
181	88.1	3.5	8.4	85.5	7.6	7.0
182	95.4	2.1	2.5	91.9	7.0	1.2
183	76.7	8.5	14.8	73.1	18.7	8.2
184	92.6	1.4	6.0	88.3	7.6	4.1
185	95.4	1.4	3.2	90.6	7.6	1.8
186	94.0	3.2	2.8	88.9	8.8	2.3
187	84.9	3.9	11.3	79.3	16.6	4.1
188	95.4	2.1	2.5	93.5	4.7	1.8
189	85.2	4.2	10.6	71.6	14.2	14.2
190	95.7	.4	3.9	88.7	8.3	3.0
191	97.9	.7	1.4	96.5	2.3	1.2
192	93.0	2.8	4.2	89.9	5.9	4.1
193	87.6	3.5	8.8	90.6	4.7	4.7
194	90.8	4.9	4.2	90.0	10.0	0
195	94.0	3.2	2.8	91.7	6.0	2.4
196	70.2	8.2	21.6	76.8	16.7	6.5

APPENDIX C
(continued)

	HISPANICS			NON HISPANICS		
	General Agreement	Insufficient Experience	General Disagreement	General Agreement	Insufficient Information	General Disagreement
197	94.0	3.9	2.1	94.0	4.2	1.8
198	78.4	12.1	9,6	68.2	28.8	2.9
199	91.9	2.8	5.3	86.9	11.9	1.2
200	88.0	5.7	6.4	92.9	5.9	1.2
201	76.5	10.2	13.3	78.7	18.9	2.4
202	90.4	4.6	5.0	94.0	4.2	1.8
203	75.6	11.7	12.7	70.8	22.6	6.5
204	95.4	2.1	2.5	92.2	6.0	1.8
205	82.4	4.6	13.0	82.6	11.4	6.0
206	95.1	2.1	2.8	91.0	7.8	1.2
207	68.1	23.5	8.4	39.3	50.0	10.7
208	81.3	6.3	12.3	65.7	27.8	6.5
209	96.1	2.5	1.4	91.0	7.2	1.8
210	91.1	7.1	1.8	85.1	11.3	3.6
211	87.0	7.4	5.6	80.7	18.1	1.2
212	70.3	18.4	11.3	46.4	44.0	9.6
213	85.8	4.3	10.0	74.9	22.2	3.0
214	73.9	6.0	20.1	68.3	13.8	18.0
215	77.2	5.6	17.2	69.0	20.8	10.1
216	80.9	4.6	14.5	69.5	19.8	10.8
217	85.6	3.2	11.3	88.0	8.4	3.6
218	80.6	10.2	9.2	57.7	35.7	6.5
219	81.4	8.6	10.0	62.5	29.8	7.7
220	93.6	3.9	2.5	85.2	13.0	1.9
221	94.4	3.2	2.5	85.1	12.5	2.4
222	74.1	12.1	13.8	69.0	28.0	3.0
223	80.1	7.8	12.1	78.9	14.9	6.2
224	94.7	2.5	2.8	92.1	3.6	4.2
225	91.8	3.5	4.6	88.6	8.4	3.0
226	88.6	4.6	6.8	83.2	7.8	9.0
227	82.1	8.4	9.5	64.9	26.2	8.9
228	80.6	13.8	5.7	56.2	37.3	6.5
229	87.2	5.3	7.4	89.2	9.0	1.8
230	71.0	8.8	20.1	60.1	23.8	16.1
231	88.4	4.2	7.4	85.5	7.2	7.2
232	95.4	2.5	2.1	94.6	4.2	1.2
233	94.4	2.1	3.5	90.4	4.2	5.4
234	89.2	4.5	6.3	88.0	7.2	4.8
235	94.4	2.4	3.1	92.9	3.0	4.1
236	83.5	4.6	11.9	86.9	10.1	3.0
237	76.9	3.8	19.2	76.5	10.8	12.7
238	78.6	5.7	15.7	56.3	21.0	22.8
239	88.1	5.9	5.9	85.8	13.0	1.2
240	83.5	7.4	9.1	76.0	19.8	4.2
241	95.1	2.8	2.1	90.4	7.8	1.8
242	88.4	7.0	4.6	68.9	26.3	4.8
243	80.2	12.0	7.8	58.4	27.7	13.9
244	89.5	5.9	4.5	89.2	7.8	3.0
245	85.3	5.6	9.1	84.4	10.2	5.4
246	95.8	2.4	1.7	93.5	4.7	1.8
247	96.8	1.1	2.1	91.1	7.1	1.8
248	95.5	2.8	1.7	92.8	4.8	2.4
249	95.8	1.7	2.4	91.0	6.0	3.0

APPENDIX D
Traits on Which Hispanics Did Not Reach Consensus

COMPETITION

Hispanics tend to believe that it is bad manners to try to excel over others in the group or to attempt to be recognized for their individual achievement. To be called sofisticado-acting as if you are better than others - is an insult.

As a result many Hispanic students will avoid competing with their peers for fear of being criticized or rejected by them.

Because of their belief that it is bad manners to try to excel over others, Hispanic students may resist being singled out in front of their peers for praise and awards.

Because of their belief that it is bad manners to try to excel over others, some Hispanic students may not volunteer answers or they may even pretend not to know the correct answer when called upon.

Hispanic children are discouraged from attempting to excel at the expense of others. Overt competition between individuals is discouraged. As a result Hispanic students may be reluctant to volunteer answers when they know them or to compete in academic games such as spelling bees and arithmetic baseball.

CONCEPT OF TIME

Hispanics tend to be more present time oriented. Finishing a conversation now may be more important than keeping an appointment later. Living to the fullest now and enjoying what the present has to offer may be more important than saving, planning and striving for future satisfactions and security.

The anticipation of a large reward or satisfaction in the future may be much less motivating than a smaller satisfaction in the here and now.

At home Hispanic children are permitted to do things at their own pace without adhering to strict time schedules.

As a result, Hispanic students may not complete classroom work as fast as their Anglo peers.

When required to rush or stop working before they have finished in order to begin the next task with their peers, they may become anxious, nervous, rebellious, etc.

The Hispanic concept of punctuality is different than the Anglo concept. If a meeting is called for two o'clock, people are expected to arrive some time after that. If a party or dance is set for nine o'clock, people may be expected to arrive at eleven or even later. An agreement to repair a TV for Wednesday means that it will probably be ready some time after Wednesday.

CONCEPT OF TIME (continued)

When Hispanic students arrive a little late or complete a project some time after it is due, they may assume that they have been punctual.

Hispanics' concept of time is less oriented to working efficiently and finishing rapidly than to doing the job well regardless of the amount of time required.

SUPERSTITION

Some Hispanics believe that their misfortunes are inflicted on them by God as punishments for their sins. They may believe that their handicapped children are the crosses God has given them to bear. As a result they may be reluctant to attempt to thwart God's will by trying to change the condition of their children.

Some Hispanics believe that drinking too much, looking at the moon at the wrong time, leading a bad life, etc., may cause the birth of handicapped children. Holding themselves personally responsible for their children's disabilities, they may feel so guilty and ashamed that they may attempt to hide their children from others in the community.

ACCEPTANCE OF RESPONSIBILITY

Hispanics are less likely to verbally acknowledge responsibility for mistakes and errors or to apologize when they have wronged someone.

Instead of blaming themselves for errors, they frequently attribute it to adverse circumstances. They didn't miss the bus because they arrived too late. Instead they blame the bus for leaving before they arrived. They did not get drunk because they chose to drink too much. They got drunk because too much liquor was served at the fiesta.

IMPULSIVITY

Hispanics tend to react spontaneously and impulsively to life. When faced with problems they tend to look for immediate solutions without reflecting on their implications for the future. Thus some Hispanic students may be more impulsive and less reflective than their Anglo peers when asked to solve problems or answer questions in school.

Hispanics tend to be more spontaneous in their actions. They are not as concerned about hiding their feelings or acting on them. They are less likely to reflect first or ask themselves, "how will it look, or will it turn out alright?" before acting on an impulse. They have what some call a "Latin temperament".

QUALITY OF WORK

In comparison to Anglos quality control is not a high priority for Hispanics. The quality of the product or the result of their effort may be less important than accomplishing and finishing the task.

INTERPERSONAL RELATIONSHIPS

Whereas in the United States Americans have professional and business relations with people who may occasionally become their personal friends, Hispanics tend to look to persons with whom they already have personal relationships when they do business or require professional help. If this is not possible they tend to expect that the business or professional relationship will turn into a personal relationship.

This applies to educators who are expected to be personally involved with students and their families.

Hispanic students who are asked to work in groups to which they have been assigned may be reluctant to cooperate fully if the group members are acquaintances rather than friends in the Hispanic sense of the word.

Anglos expect that people who are working together will all share the load equally and think that a group member who is not is a loafer, an idler, or a person who is taking unfair advantage of efforts of others. However, Hispanics tend not to be upset by a group member who does not do his or her share of the work because he or she is less qualified, less motivated, or less interested.

As a result, Hispanic students may allow other students to copy their homework or their answers on examinations in order to show their helpfulness, brotherhood and generosity. They may not consider this to be bad behavior.

Hispanic children tend to have formal respectful relationships with adults. This is reflected in their use of the usted form when they address adults.

As a result they may be uncomfortable with the less formal relationships usually observed between Anglo teachers and Anglo students.

Some Hispanic parents believe that special education services are a waste of time because they recall their own educational experiences in their native countries where only regular educational services were offered.

FAMILY RELATIONSHIPS AND ROLES

PARENT CHILD RELATIONSHIPS

Some Hispanic parents tend to discourage their children from showing too much initiative or independence or expressing their own ideas and opinions without consulting their elders first.

Hispanic parents tend to criticize their children in private so as not to shame them in front of others.

Hispanic parents tend to speak more politely and indirectly when they criticize or discipline their children. In the United States educators are much more gruff and direct with students.

SEX ROLES

For these reasons some Hispanic girls may react negatively when they are expected to compete with boys or to perform as their equals.

Hispanic students prefer to work in school in groups of their own sex. They may feel uncomfortable when well-meaning egalitarian non-sexist Anglo educators require that the sexes work or engage in athletic activities together.

Hispanic boys are taught to be protective of their sisters and other girls, escorting them to and from school, protecting them from other boys, handling their money, etc., in general performing a macho role; Hispanic girls are encouraged to assume a submissive role toward brothers and other boys. As a result both sexes may feel uncomfortable when they are required to work and play together as equals.

Since in many traditional Hispanic families the members would not act contrary to the wishes of the father, counselors should avoid encouraging family members to change their behavior or attitudes until the father agrees.

VALUED PERSONALITY CHARACTERISTICS

Hispanics tend to judge in terms of their personal qualities who they are, rather than in terms of their accomplishments- what they are. Success, honor and prestige are attributed to good people rather than to people who have achieved a considerable amount in a material sense. As a result some Hispanic students may not be as motivated by the work ethic to accomplish, achieve, and succeed according to the criteria utilized in the schools.

GROUP DECISION MAKING (GROUP DYNAMICS)

In comparison to the Anglo culture, Hispanics are tolerant of differences of opinion within groups, "cada uno es un mundo." As long as Hispanics conform to the group they are entitled to their own beliefs and it would be a sign of disrespect to try to change someone's beliefs. Because of this, some Hispanic students may be uncomfortable with debating issues, or even questioning in public the opinions of others.

In the Hispanic culture it is not impolite for more than one person to speak at a time during group discussions. Multiple conversations may be carried out simultaneously without anyone being considered rude or discourteous.

When a group of Hispanics disagree they may resolve the issure by continuing to discuss it until it becomes apparent that a consensus has been reached without polling the group or calling for a vote.

COGNITIVE STYLE

As a result Hispanic students may appear to Anglos to have difficulty coming to the point or thinking logically when they express their ideas.

For this reason they may perform better on tasks which require global perception rather than analysis of detail. For example they may do better on reading tasks which require whole work sight recognition rather than phonetic analysis.

The Hispanic culture discourages guessing (hablando sin saber). Thus, Hispanic students may be penalized on assessment procedures which require students to respond when they are uncertain of the correct answer.

APPENDIX E

Traits on Which Hispanics Did Not Reach Consensus But on Which Non-Hispanics Did Reach Consensus

1. Hispanics tend to be more present time oriented. Finishing a conversation now may be more important than keeping an appointment later. Living to the fullest now and enjoying what the present has to offer may be more important than saving, planning and striving for future satisfactions and security.

2. The Hispanic concept of punctuality is different than the Anglo concept. If a meeting is called for two o'clock, people are expected to arrive some time after that. If a party or dance is set for nine o'clock, people may be expected to arrive at eleven or even later. An agreement to repair a TV for Wednesday means that it will probably be ready some time after Wednesday.

3. Hispanic boys are taught to be protective of their sisters and other girls, escorting them to and from school, protecting them from other boys, handling their money, etc., in general performing a macho role; Hispanic girls are encouraged to assume a submissive role toward brothers and other boys. As a result both sexes may feel uncomfortable when they are required to work and play together as equals.

4. For these reasons some Hispanic girls may react negatively when they are expected to compete with boys or to perform as their equals.

5. Since Hispanic students are used to foods, music, holidays, language and customs which are very different from what Anglos are accustomed to, Hispanic students may have difficulty relating to the Anglo oriented classroom.

6. Hispanic children tend to have formal respectful relationships with adults. This is reflected in their use of the usted form when they address adults.

7. Hispanic parents tend to criticize their children in private so as not to shame them in front of others.

APPENDIX F
Items About Which Non-Hispanics Lacked Experience and About Which Hispanics Reached Consensus

Section	Items
Instruction	3, 31, 32, 37, 38, 40, 49, 50, 51, 55
Classroom Management	71, 72, 79, 80, 81, 82, 84, 88, 89, 91, 95, 99
Assessment	101, 121, 124, 144
Counseling	158, 170, 178, 198, 203, 207, 208, 212, 213, 215, 216, 218, 219, 222, 227, 228, 230, 238, 240, 242, 243